DOCUMENT RESUME

ED 109 755	95	EA 007 343

TITLE	Toward Competency: A Guide for Individualized Instruction. Teacher Edition.
INSTITUTION	Oregon State Dept. of Education, Salem. Special Education Section.
SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE	Mar 74
NOTE	324p.; A related document is EA 007 344; Based on proceedings of the Special Study Institutes (Summer 1972 and 1973)
EDRS PRICE	MF-$0.76 HC-$15.86 PLUS POSTAGE
DESCRIPTORS	Criterion Referenced Tests; Elementary Secondary Education; *Handicapped Children; Individual Instruction; *Individualized Instruction; *Performance Based Education; *Performance Criteria; *Special Education; Student Evaluation; Student Records; Teaching Guides
IDENTIFIERS	*Oregon

ABSTRACT

The philosophy underlying this guide is that the teaching of special education students is most appropriately accomplished through a systematic approach to individualized instruction. The first step should be to determine student needs. Instructional goals for each student should then be clearly defined and behaviorally stated. Effectiveness of instruction should be determined by measuring student achievement of specified goals. The guide focuses on major goals and subgoals that comprise hierarchies of skills concentrated in six major curriculum areas: (1) basic skills, (2) personal and social awareness, (3) living in the environment, (4) career education, (5) human ecology, and (6) leisure time activities. Within each of the six curriculum areas, the subject matter is organized into sections by topics. These curriculum sections comprise an educational framework designed to carry the instruction of the student from first grade through high school. The guide does not list resource units, methods of instruction, or materials. It is assumed the teacher will develop units of instruction that include methods and materials appropriate for the attainment of selected subgoals. A criterion measurement statement specifies the performance requirements to be met before a subgoal can be considered learned. (Author)

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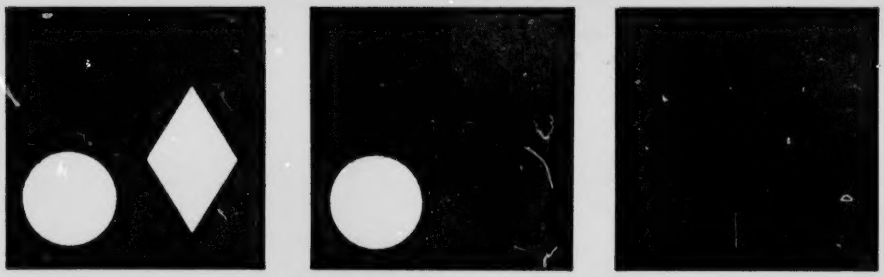

TOWARD COMPETENCY

A GUIDE FOR INDIVIDUALIZED INSTRUCTION / MARCH, 1974

TEACHER EDITION

EA 007 343

STUDENT DATA SHEET

NAME	BIRTHDATE	SOC. SEC. NUMBER

NTRY DATE ____________________ FROM GRADE ____________________

DATES	DISTRICT	TEACHER

Instructional Materials

DATES	PROGRAM	LEVEL

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Dear Colleague:

Special education in Oregon has a commitment to the principle that an appropriate program of education should be available to every school age child regardless of any handicapping condition.

With this goal in mind, the curriculum guide, TOWARD COMPETENCY, has been written to serve as a resource for educators who are charged with providing learning programs for students of low academic potential. It focuses on helping these students acquire the skills considered necessary for survival in modern society. It seeks to prepare them to enter adult life knowing they are capable of making a measurable contribution to society.

TOWARD COMPETENCY is the result of three years' efforts by some of the finest resource people available. It is hoped that this guide will help you provide a solid, practical education for your students.

Cordially,

Jesse V. Fasold

Jesse Fasold
Superintendent
Public Instruction

JF:bq

TOWARD COMPETENCY

A Guide for Individualized Instruction

March 1974

Special Education Section

State Department of Education

Based on the proceedings of the Special Study Institutes held during the summers of 1972 and 1973. Co-sponsored by the State Department of Education, Special Education Section, and Portland State University, Special Education Department, in cooperation with participating Oregon School Districts.

This publication was supported, in part, by Public Law 85-926, Amendment to Title VI, ESEA, Part D from DEH, Department of Health, Education, and Welfare, Washington, D. C. 20201.

ACKNOWLEDGMENTS

The Special Education Department, Portland School District 1, is to be commended for early development of a behaviorally stated curriculum guide which served as a model for *Toward Competency*. Special acknowledgment is made to Multnomah County Intermediate Education District for hosting the initial curriculum evaluation workshop and for printing the field-test guide.

The Department of Special Education, School of Education, Portland State University, hosted the 1972 and 1973 curriculum development summer institutes. Dr. Steve Brannan coordinated the institutes and assisted with editing; Dr. Keith Larson gave administrative assistance and hosted the institutes, Mrs. Diana Pettit and Miss Susan Roberts typed the manuscript.

The following teachers and supervisors participated in curriculum development workshops and institutes. Their knowledge, judgment, experience, and time were unselfishly directed toward developing this guide:

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The following personnel, their agencies and organizations, provided critical evaluation of the field-test copy: Mrs. Lenore Elliott, Training Supervisor, Public Welfare Division, Department of Human Resources; Mrs. Barbara Sackett, Services Coordinator, Mental Health Division, Department of Human Resources; Dr. Jerry McGee, Executive Director, OARC; and the following members of the State Department of Education: Mr. Robert Clark, Speech Correction Specialist; Mr. Jim Goddard, Physical Education Specialist; Mr. Howard Smith, Extreme Learning Problems Specialist; Miss Jean Spaulding, Early Childhood Specialist; members of the Executive Council, Vocational Educators, and Coordinators of the Handicapped in Oregon; and the Executive Council, Oregon Federation, Council for Exceptional Children.

Approximately 370 teachers of special instructional programs administered under Oregon Statute 343.410, used or evaluated the field-test copy during the 1972-73 school year. Their constructive criticism provided the basis upon which this guide has been developed and refined.

Special Education Specialists in the Portland Public Schools, Mrs. Helen Hunt, Mr. Bill Clauson, and Mr. Art Johnson, provided valuable experience and continuous leadership throughout the curriculum project.

The Special Education staff, State Department of Education, provided the statewide leadership in curriculum development by conducting curriculum evaluations, presenting in-service programs, coordinating special study institutes and editing the final draft. Special appreciation is extended to Miss Inger Henrikson, Secretary; Mr. Terence Kramer, Mr. Donald Trumbull, and Mrs. Katherine Crymes, Program Specialists; Mr. Jack Rossvear, Administrative Intern, University of Oregon (currently Director, Shangri-La School, Salem); and Mr. Ray Rothstrom, Program Coordinator.

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INTRODUCTION

Toward Competency, A Guide to Individual Instruction, has two major purposes: it serves as a guide to assist special education teachers in developing programs of instruction for students who are unable to fully benefit from the regular school program; and it is designed for recording individual student achievement on specific competencies.

In May 1971, a State Department of Education survey of Oregon's special education teachers indicated that they would prefer a state curriculum publication written in behavioral terms. They preferred a guide similar to the one used by Portland's Special Education Department. Portland School District 1 and the State Department of Education, in cooperation with Multnomah County Intermediate Education District, agreed to evaluate the guide for possible state adoption. Workshops were conducted to establish evaluative criteria, and from February to May 1972, the guide was evaluated by Portland teachers as well as teachers from other school districts in the state. Results of the evaluation were used as a basis for writing a new guide.

In August 1972, a special study institute funded by Public Law 85-926 was conducted by the State Department of Education and the Department of Special Education, Portland State University. The purpose was to write a field-test copy of the new guide. When it was completed, it was disseminated for field testing to 45 special education programs serving approximately 675 students. Other state agencies, professional groups, and consumer organizations were asked to analyze the content of the guide and provide critical in-put. In addition, a questionnaire was sent to 300 special education teachers who had attended in-services on the guide and had either used or evaluated its content. The questionnaire elicited critical information regarding the guide's content, format, and organization.

In the spring of 1973, field-test and questionnaire results were evaluated by 30 teachers and supervisors participating in a follow-up institute. The evaluation indicated that the majority of persons who critiqued the guide agreed with its basic content and format. However, many teachers felt that it required too much time for utilization and that it did not provide adequate guidelines for measuring student progress. As a result, a second summer institute was held at Portland State University in 1973. Participants refined the content and added model Criterion Measurement Statements.

It is believed that this guide will assist teachers to conduct quality programs, provide accountability for what students are taught, and maintain continuity among the special instructional programs throughout the state.

Philosophy

The philosophy underlying this guide is that the teaching of special education students is most appropriately accomplished through a systematic approach to individualized instruction. The first step should be to determine student needs. Instructional goals for each student should then be clearly defined and behaviorally stated. Instruction should be related

Philosophy - Continued

to the student's needs and stated goals. Effectiveness of instruction should be determined by measuring student achievement of specified goals.

Form and Content

TEACHER EDITION AND STUDENT EDITION

The Teacher Edition and the Student Edition of the guide contain identical curriculum areas, sections, goals, and sub-goals. However, each has its unique differences.

In addition to general curriculum content, the teacher's copy includes model Criterion Measurement Statements. Unlike the student's guide, it does not have a grid for recording achievement.

The student's guide includes the general content found in the Teacher Edition. It does not have the model Criterion Measurement Statements nor the introductory pages. It does contain grids for recording student achievement. Each student should receive a personal copy to serve as a guide and as a record of his special education.

Since the guide may become a twelve-year record of a student's achievement, special care should be taken to maintain it in good condition. If a student changes schools, it should be sent along with his other records.

CONTENT OF THE GUIDE

CURRICULUM AREAS

The guide focuses on major goals and sub-goals which comprise hierarchies of skills concentrated in six major curriculum areas: 1) Basic Skills; 2) Personal and Social Awareness; 3) Living in the Environment; 4) Career Education; 5) Human Ecology; and 6) Leisure Time Activities.

SECTIONS

Within each of the six curriculum areas, the subject matter is organized into sections by topics. These curriculum sections comprise an educational framework designed to carry the instruction of the student from first grade through high school. Goals and sub-goals are listed under curriculum sections.

The guide does not list resource units, methods of instruction, or materials. It is assumed the teacher will develop his/her own units of instruction which include appropriate methods and materials leading to the attainment of selected sub-goals.

Form and Content - Continued

GOALS AND SUB-GOALS

Goals and sub-goals are defined as performance outcomes for the student to achieve during his formal special education. Goals are stated in terms of general student expectancies; they are considered long-range guidelines. Sub-goals also are statements of student outcomes but focus on the acquisition of intermediate skills--skills that prepare the student to attain the related goals. They can be considered short-range guidelines. All sub-goals are accompanied by model Criterion Measurement Statements.

CRITERION MEASUREMENT STATEMENTS (CMS)

A Criterion Measurement Statement specifies the performance requirements to be met by a student before a sub-goal can be considered learned. Specifically, a Criterion Measurement Statement designates the following: the condition under which the student will achieve the sub-goal; the expected student behavior; and the standard used to measure student achievement. Some model Criterion Measurement Statements can be utilized as stated in the guide; however, most of them require modification to meet individual student needs.

FORMAT

The format of the guide is organized as follows: areas are organized into sections, sections are divided into goal statements, goals are followed by sub-goals, model Criterion Measurement Statements (in teacher's guide only) are printed beneath sub-goals. Space is provided for extending model statements.

An outline of content organization is presented below:

Example:	Area	1.0.0 Basic Skills
	Section	Gross Motor
	Goal	1.1.0 Performs locomotor skills
	Sub-goal	1.1.1 Walks forward
	Criterion Measurement Statement	CMS: On request, the student walks forward at least ten feet with back straight, head held high and eyes looking ahead.
	Space for extending or adapting model CMS	( )

Note: Section headings are enclosed in boxes, goals are underlined.

Form and Content - Continued

REFERENCE AND NUMBERING SYSTEM

The various areas, goals, and sub-goals are numbered for reference. No sub-goals have the same number. The system consists of three sets of digits separated by periods. The digit to the left represents one of the six major curriculum areas. The digit in the middle represents a goal, and the digit on the right represents a sub-goal.

Example:	Area	Goal	Sub-goal
	1	1.1	1.1.1

STUDENT RECORD

An important feature of the student guide is the grid for recording student achievement. This should be utilized to note which sub-goals have been achieved and which have been attempted but have not been achieved. The student recording grid will be discussed further in the following section, "How To Use the Guide."

How To Use The Guide

PRIMARY USE

This guide has been designed primarily to assist teachers in the following manner:

1. To pre-assess the performance and needs of individual students.
2. To select curriculum goals/sub-goals, from the guide's hierarchy of skills, which meet individual student needs.
3. To establish criteria that measure individual student performance on selected sub-goals.
4. To plan instruction relative to individual criterion measures.
5. To measure and record student performance relative to individual criterion measures.

STUDENT PRE-ASSESSMENT

Use of the guide facilitates pre-assessing the student's ability and determining individual needs. The teacher can perform this pre-teaching task by (1) checking the student's personal guide to see which competencies have been marked, (2) observing behavior in relation to the guide's sub-goals that

Student Pre-Assessment - Continued

approximate the student's maturity level and adaptive behavior, and (3) testing performance on stated criterion measures. Utilizing the guide in this manner yields valuable pre-teaching information; skills relating to those sub-goals in which the student demonstrates competency need not be taught. A demonstrated lack of skill achievement indicates a starting point for instruction.

SELECTION OF GOALS AND SUB-GOALS

After pre-assessment, the teacher must select suitable goals and sub-goals for the student. The guide provides more than 1,100 of these goal and sub-goal statements. Most of them follow a developmental sequence and/or hierarchy of skills; however, no attempt has been made to include every developmental skill. Space for the teachers to add their own sub-goals is provided under every goal. Blank pages for writing additional goals/sub-goals are placed immediately before the Index.

CRITERION MEASUREMENT STATEMENTS

After goals/sub-goals are selected, the teacher should specify what the student needs to do to attain them. Criterion Measurement Statements specify the performance requirements to be met by a student. They should be written so that the student performing the task and the person(s) monitoring the performance clearly understand what is expected.

A Criterion Measurement Statement contains three essential parts.

1. The Statement of Condition is the specific circumstance which influences the student's performance. It may include physical requirements, personal limitations and aids provided or denied.
2. The Statement of Behavior is a specific action on the part of the student which is observable or measurable through either direct or indirect means.
3. The Standard of Measurement is the criterion which establishes the minimal level of acceptable performance. It usually indicates a desired rate, time limit, percentage or number of correct trials. When none of the preceding is specified, 100 percent completion of the task is implied.

The following illustration demonstrates the relationship of each essential part of a Criterion Measurement Statement.

Example: "Given 30 lock washers varying in size - 1/4", 3/8", 5/8" - the student will sort them into specified size groupings with 90 percent accuracy within 60 seconds."

Criterion Measurement Statements - Continued

Statement of Condition: "Given 30 lock washers varying in size - 1/4", 3/8", 5/8"-

Statement of Behavior: ...the student will sort them into specified size groupings...

Statement of Measurement: ...with 90 percent accuracy within 60 seconds."

When the Criterion Measurement Statements were written, it was not the intention to provide teachers with a ready-made set of standards for measuring student performance. Toward Competency is a state guide that will be used in different school districts, with varying local needs, constraints and resources. It would, therefore, be impractical to apply one statewide set of standards. The Criterion Measurement Statements are meant to serve as models to assist teachers in determining appropriate Criterion Measurement Statements for their students. In some cases they may be used as written, but generally teachers will find it necessary to modify them to meet specific needs of their students.

Criterion Measurement Statements modified by the teacher are referred to as Extended Criterion Measurement Statements. They can be modified in the following ways:

1. Adding minimum performance levels to the original statement. Some Criterion Measurement Statements include blank spaces which must be filled in to complete the standard of measurement. This allows flexibility in providing for individual differences.

Example: "Given prior instruction and without aid, the student will multiply like fractions with _____ percent accuracy."

In the above example, the teacher must fill in a desired percentage, such as, "90 percent accuracy."

Example: "Given a needle and thread, the student threads the needle _____ out of _____ times."

This example suggests that out of a specified number of trials, the student will successfully complete a desired number. Thus, the teacher will have to fill in the specified number, such as "3 out of 5 times."

Example: "Having studied nutrition, the student gives _____ reasons for eating nutritious meals."

A single blank space in this example requires the teacher to specify a number, such as, 5 reasons.

Criterion Measurement Statements - Continued

2. Rewriting the original statement. The introductory pages of each curriculum area illustrate this process. The following example from Curriculum Area I, Basic Skills, shows the original Criterion Measurement Statement accompanied by two Extended Criterion Measurement Statements.

Example: CMS: "Given ten or more objects having like and unlike properties, the student will separate those objects into like and unlike groupings."

Extended CMS 1: "Given a mixture of 10 paper cut-outs, some with corners and some without, the student will sort them into the correct groupings 4 out of 5 times."

Extended CMS 2: "Given 30 lock washers varying in size (i.e., 1/4", 3/8", 5/8"), the student will sort them into these size groupings with 90 percent accuracy within 60 seconds."

In the above example, the model Criterion Measurement Statement has been extended to meet the needs of different students or the same student at different program levels or periods of time. Extended CMS 1 has been adapted for an elementary level student while Extended CMS 2 has been adapted for a secondary level student.

To make maximum use of this guide, teachers are encouraged to write extended Criterion Measurement Statements in the space provided.

3. Selecting examples (given within parentheses) in model Criterion Measurement Statements. These items are added to clarify Criterion Measurement Statements.

Example: "Given the instruction and the opportunity, the student cleans teeth (i.e., brushes, uses dental floss), as measured by some dental measure (i.e., disclosing tablet)."

In the above Criterion Measurement Statement, the teacher may select the examples given or develop others more appropriate to the particular teaching situation.

PLANNING INSTRUCTION RELATIVE TO CRITERION MEASUREMENT STATEMENTS

When a sub-goal has been selected and a Criterion Measurement Statement developed, teaching is directed toward attainment of this outcome. Since the acquisition of goals requires the performance of many related tasks, it is suggested the teacher employ a task analysis approach in lesson planning.

Planning Instruction Relative to Criterion Measurement Statements - Continued

Task analysis is the process of systematically breaking down a task into its elements. It results in a description and sequential listing of learning steps stated in terms of desired student performance. The achievement of these steps enable the student to meet the criterion of the sub-goal.

The following example illustrates how task analysis fits into the teaching process.

Example:

3.1.0 Cares for a pet

3.1.1 Maintains housing for a pet.

CMS: "Having gained knowledge of pets and their needs (i.e., habitat, cleanliness...) and given the task, the student maintains proper housing for a pet."

Extended CMS: "Given a dirty animal cage, the student will complete the necessary steps for cleaning the cage in 30 minutes."

Task Analysis:

1. Find substitute cage
2. Remove animal
3. Put animal in substitute cage
4. Remove food and water
5. Empty debris in waste basket
6. Wash cage
7. Dry cage
8. Replace fresh bedding
9. Return food and water
10. Return animal to cage
11. Secure cage door
12. Return substitute cage
13. Clean work area
14. Wash hands

Although space has not been included in the guide to record task analysis, the teacher is encouraged to utilize this process in lesson preparation.

How to Use the Guide - Continued

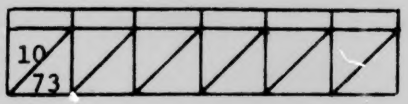
RECORDING STUDENT PROGRESS

After evaluating the student's progress in relationship to a sub-goal, the recording grid to the right of the sub-goal in the student's guide should be marked.

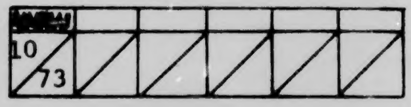
Example A:

If the student meets the criterion:

Step 1: Mark the month and year on the first unused section to show when the student was evaluated.



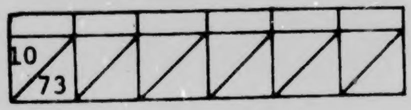
Step 2: Fill in the space above the date to indicate that the student could do what was required in the Criterion Measurement Statement.



Example B:

If the student does not meet the criterion:

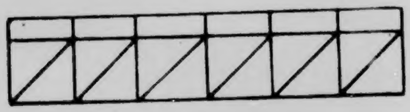
Step 1: Mark only the month and year in the first unused section to show that the student was evaluated. Do not mark above the date.



Step 2: A blank space above the date indicates that the student could not achieve the sub-goal on the date he was evaluated.

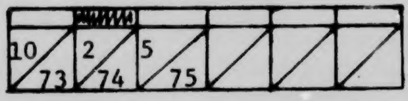
Example C:

A blank grid indicates no attempt has been made to evaluate the student on the sub-goal.



Example D

This combines Examples A, B, and C above. On 10/73 the student could not meet the Criterion Measurement. The student met the criterion on 2/74. The student was re-evaluated and did not meet the criterion on 5/75. No measurement was attempted after 5/75.



Recording student achievement cannot be overstressed. It is an account of what has been learned and indicates the student's strengths and weaknesses.

How to Use the Guide - Continued

Recording Student Progress - Continued

The record goes with the student as he progresses from teacher to teacher and from school to school. It provides continuity for his program and should prevent unnecessary duplication of instruction.

SECONDARY USES

Toward Competency can be utilized in a number of ways other than as a curriculum guide with a format for recording student performance.

STUDENT PARTICIPATION

Students can be encouraged to select goals and sub-goals which they wish to achieve, either individually or as a group. Learning tasks and criterion measurements may be developed by the students with assistance from the teacher. Students can assist each other by assessing each other's individual achievement.

COUNSELING STUDENTS

The student and teacher can discuss individual goals and sub-goals of specific interest or importance to the student. A student's strengths and weakenesses can be identified on the recording grid and utilized when counseling with him.

PLANNING INSTRUCTIONAL PACKAGES

The various goals and sub-goals can serve as bases for planning and developing instructional units and learning materials. Teachers are encouraged to list activities, materials, and assignments associated with successful achievement of goals and sub-goals. Learning packages may be developed and adapted for use by individual students.

COORDINATING INSTRUCTION

Many of the goals can best be achieved when the special education teacher and regular school staff cooperate in providing instruction for the special education student. Toward this end, the guide is adaptable for use in regular classes, learning resource center, itinerant teacher programs, and other instructional programs. It may be used by any teacher who individualizes instruction.

CORRELATING RESOURCES

Correlating the guide with other instructional materials will enrich the education of special students. It is suggested that teachers use the services of Instructional Materials Centers when searching for instructional tools related to specific goals.

How to Use the Guide - Continued

PARENT PARTICIPATION

As parents become familiar with the goals expressed in this guide, they will better understand the special education program. They can assist in their child's education by identifying some of his goals, by helping the child to achieve goals and by measuring the attainment of goals outside the school setting. For conferences with parents, the recording grid presents a profile of their child's achievement.

ORIENTING OTHERS ABOUT THE SPECIAL INSTRUCTIONAL PROGRAM

The guide can be used to inform school district staff and other ancillary personnel about the purpose and goals of the special education program. All teachers serving special education students in regular classes or in any other capacity should be familiar with the content of Toward Competency. In order to better understand the special student, school counselors and vocational rehabilitation personnel should be informed of the guide's content and the student's progress record. This should aid in placing the student in meaningful training programs and job situations.

RECORDING STUDENT DATA RELATED TO INSTRUCTION

Inside the front cover of the guide is a Student Data Sheet for recording general information about the student's educational program. The sheet provides space to record information about instructional materials and published programs used by the student at various developmental levels. It also provides a place to note names of the student's former teachers and schools attended.

RECORDING HIGH SCHOOL WORK EXPERIENCE PLACEMENT

Inside the back cover of the guide is a Work Experience Placement Record. It contains space for recording information about the student's in-school and community work placement. High school teachers will maintain this record. Space has been provided to note the following: dates of work experience, types of jobs, places of employment, names of work experience supervisors, and the student's work evaluation. This provides a quick reference of work experiences and serves as an aid when developing suitable work placement and training situations for individual students.

AREA 1.0.0

BASIC SKILLS

Definition

Area 1, Basic Skills, refers primarily to fundamental or essential skills and concepts identified under the curriculum headings of motor development, language, reading, and mathematics.

Rationale for Instruction

In order to meet society's demands for successful living, pupils of varying ability levels must learn to move, read, speak, listen, write, spell, and compute with reasonable skill and accuracy. A major focus and strength of the basic skill area is its concern with communication. The mastery of basic skills necessary to communicate ideas is important for individual growth and achievement. For the child with learning problems, the ability to communicate ideas enhances both his association with and acceptance by adults and peers. The basic skills presented in Area 1 are the tools which will be applied by students to achieve competencies in other curriculum areas. Consequently, the curriculum content presented in this area is viewed as necessary for solving many daily or persistent life problems which face each learner.

Measurement Model

The teacher's guide includes model criterion measurement statements (CMS). They have been written to clarify the intent of sub-goals and to assist teachers in developing specific criteria for evaluating individual student performance. Teachers are expected to adapt the model CMS and extend it to more specific teaching situations. To illustrate, one sub-goal and CMS have been selected from Area 1 and are presented below. Also presented are two examples extending the model CMS, written by teachers for a specific student or class. The extended examples have been written to reflect different curriculum levels.

1.0.0 BASIC SKILLS

Fine Motor

1.5.0 Develops visual perceptual skills.

1.5.2 Locates specific objects from a group of mixed objects.

CMS: Given ten or more objects with like and unlike properties and a sample object, the student takes objects similar to the sample from the group.

Extended measurement statements:

Elementary Level	Given a mixture of 10 paper cut-outs, some with corners and some without, the student sorts them into the correct grouping four out of five times.
Secondary Level	Given 30 lock washers varying in size (1/4", 3/8", 5/8"), the student will sort them into these size groupings with 90 percent accuracy within 60 seconds.

AREA 1.0.0

BASIC SKILLS

Gross Motor

1.1.0 **Performs locomotor skills**

1.1.1 Walks forward.

CMS: On request, the student walks forward at least ten feet with back straight, head held high, and eyes looking ahead.

1.1.2 Walks backward.

CMS: On request, the student walks backward at least ten feet with back straight, head held high, and eyes looking ahead.

1.1.3 Walks sideways.

CMS: On request, the student walks to both the right and left side (i.e., cross step, side step, step-close-step) for a distance of ten feet, maintaining proper posture and balance.

1.1.4 Walks in a circle.

CMS: On request, the student walks in a circle (i.e., clockwise, counter-clockwise), maintaining proper posture and balance.

1.1.5 Walks on toes.

CMS: Upon request and without his heels touching the surface, the student walks forward on his toes for a distance of at least ten feet.

1.1.6 Runs forward.

CMS: Upon request, the student runs forward in a straight line with weight on toes, head held level, body segments in alignment, and facing the line of movement for at least a distance of ten feet.

1.1.7 Hops on each foot.

CMS: Upon request, the student hops on each foot for at least five continuous hops, keeping the opposite foot from touching the surface.

1.1.8 Pivots on each foot.

CMS: Upon request, the student pivots either to the right or to the left on each foot, keeping his pivot foot stationary and maintaining proper balance.

1.1.9 Jumps continuously using both feet.

CMS: Upon request, the student jumps forward and lands, keeping both feet together without losing balance for at least ten jumps.

1.1.10 Jumps forward and backward with feet together.

CMS: Upon request, the student jumps forward and then backward keeping both feet together for at least five continuous jumps.

1.1.11 Jumps forward and backward over an object.

CMS: Upon request, the student jumps forward and then backward over an object placed on the ground keeping feet together.

1.1.12 Climbs and descends stairs alternating feet.

CMS: When observed in situations requiring use of stairs, the student ascends and descends the stairs alternating feet.

1.1.13 Climbs ladder alternating hands.

CMS: When asked to climb a ladder, the student climbs up and down alternating hands.

1.1.14 Slides on feet to left and right.

CMS: Upon request, the student slides (i.e., keeping feet on surface) to the left and to the right for a minimum distance of ten feet.

1.1.15 Skips.

CMS: Upon request, the student skips using a step-hop movement without stopping for a minimum distance of twenty feet.

1.1.16 Gallops.

CMS: Upon request, the student gallops in a forward motion without stopping for a minimum distance of twenty feet.

1.1.17 Marches to a beat.

CMS: Upon request, the student marches to a beat (i.e., drum, music) and keeps time by coordinating the downward left foot movement with the beat.

1.1.18

1.1.19

1.2.0 Demonstrates ball control skills.

1.2.1 Rolls large ball.

CMS: Having received instructions in rolling a large ball (i.e., volleyball or larger), the student rolls a large ball for a distance of at least ten feet.

1.2.2 Rolls small ball.

CMS: Having received instructions in rolling a small ball (i.e., softball or smaller), the student rolls a small ball for a distance of at least ten feet.

1.2.3 Bounces large ball.

CMS: Given a large ball (i.e., volley ball or larger), the student bounces the ball three times with one hand before catching.

1.2.4 Bounces small ball.

CMS: Given a small ball (i.e., softball or smaller) the student bounces the ball three times with one hand before catching.

1.2.5 Throws large ball.

CMS: Having received instructions in throwing a large ball and being given a large ball (i.e., volleyball or larger), the student throws the ball forward following the instructions.

1.2.6 Throws small ball.

CMS: Having received instructions in throwing a small ball and being given a small ball (i.e., softball or smaller), the student throws the ball forward following the instructions.

1.2.7 Catches large ball.

CMS: When a large ball (i.e., volleyball or larger) is thrown to the student, the student catches that ball using both hands, keeping eyes open.

1.2.8 Catches small ball.

CMS: When a small ball (i.e., softball or smaller) is thrown to the student, the student catches that ball using both hands, keeping eyes open.

1.2.9 Bats softball.

CMS: Having received instructions in batting a ball, the student bats a softball following the instructions, hitting the ball _____ percent of the time.

1.2.10 Kicks kickball.

CMS: Having received instructions in kicking a kickball, the student kicks a kickball following the instructions, hitting the ball _____ out of _____ times.

1.2.11 Foot-dribbles soccer ball.

CMS: In a given situation, the student foot-dribbles a soccer ball for a minimum of ten feet using alternate feet, maintaining control of the ball.

1.2.12

1.2.13

Fine Motor

1.3.0 Cuts with scissors.

1.3.1 Holds scissors correctly.

CMS: When given scissors, the student grasps them in the dominant hand and places his fingers in position necessary to manipulate the scissors.

1.3.2 Opens and closes scissors.

CMS: After correctly positioning the scissors in the cutting hand, the student opens and closes them in the manner necessary for cutting.

1.3.3 Holds material while cutting.

CMS: Given material to be cut by scissors, the student holds the material and scissors so that the cutting blades are perpendicular to the material.

1.3.4 Cuts on straight lines.

CMS: Given a piece of paper having several straight lines, the student cuts along a line deviating no more than _____ (i.e., 1/4") from the line.

1.3.5 Cuts on angled lines.

CMS: Given a piece of paper with a line containing angles on it, the student cuts along the line deviating no more than _____ (i.e., 1/4") from the line.

1.3.6 Cuts on curved lines.

CMS: Given a piece of paper with a curved line on it, the student cuts along the line deviating no more than _____ (i.e., 1/8") from the line.

1.3.7

1.3.8

1.4.0 Manipulates small objects

1.4.1 Builds with blocks.

CMS: When given a number of building blocks, the student performs the necessary manipulation with his hands to build an object by stacking.

1.4.2 Hammers nails/tacks.

CMS: After instruction in the use of a hammer and nails/tacks, the student uses the hammer to drive a nail/tack into a board without bending it _____ out of _____ times.

1.4.3 Screws/unscrews objects.

CMS: Given a number of objects that involve screwing/unscrewing (i.e., jar lids, nuts and bolts, wood screw), the student screws/unscrews the objects.

1.4.4 Puts pegs in pegboard.

CMS: Given pegs and a pegboard, the student places the pegs in the pegboard so that the pegs remain in the perpendicular position.

1.4.5 Strings beads.

CMS: Given an assortment of beads and a string which easily slips through the holes in the beads, the student strings _____ beads in _____ minutes.

1.4.6 Winds lacing/string.

CMS: When given a length of string/lacing and an object on which the string/lacing can be wound, the student winds the material on the object to the teacher's satisfaction.

1.4.7 Folds paper in half.

CMS: When given a piece of paper, the student performs the necessary manipulations to fold the paper in half so that the edges opposite the fold are even.

1.4.8 Folds paper in fourths.

CMS: When given a piece of paper, the student performs the necessary manipulations to fold the paper in fourths so that all edges are even.

1.4.9 Folds for a business-size (#10) envelope.

CMS: Given an 8½" X 11" paper (i.e., typing, notebook), the student folds the paper in thirds so that it fits into a #10 envelope.

1.4.10 Folds for a small envelope.

CMS: Given an 8½" X 11" paper (i.e., typing, notebook), the student folds the paper in half, then in thirds, so that it fits into a small envelope.

1.4.11

1.4.12

Visual Perception

1.5.0 Develops visual perceptual skills.

1.5.1 Develops lateral eye movement without moving head.

CMS: When presented with a laterally moving object, the student follows the object with his eyes without moving his head.

1.5.2 Locates specific objects from a group of mixed objects.

CMS: Given ten or more objects with like and unlike properties and a sample object, the student takes objects, similar to the sample, from the group.

1.5.3 Sorts and classifies objects.

CMS: Given a group of ten or more mixed objects, the student sorts and classifies objects (i.e., size, shape, type, and/or color) with _____ percent accuracy.

1.5.4 Locates specific objects which differ slightly from other objects.

CMS: Given ten or more similar objects which differ slightly, the student sorts and classifies the objects (size, shape, type, and/or color) with _____ percent accuracy.

1.5.5 Identifies shapes regardless of size, color, or texture.

CMS: When presented with a number of mixed two-dimensional geometric objects of varying size, color, and texture, the student identifies similar shapes.

1.5.6 Recognizes relative size regardless of distance.

CMS: After correctly distinguishing the relative size of a smaller and a larger object, the student maintains that size comparison when the objects are moved apart.

1.5.7 Locate body parts.

CMS: Upon request, the student locates _____ specific external body parts to the teacher's satisfaction.

1.5.8 Demonstrates figure completion.

CMS: Given an incomplete model of a human figure, the student identifies _____ missing parts.

1.5.9 Demonstrates knowledge of directional movement.

CMS: When given an object and a directional command (i.e., up, down, in, out), the student moves the object correctly.

1.5.10 Demonstrates knowledge of relationship of body to other objects.

CMS: When presented with a preposition (i.e., on, over, in), the student explains the preposition in terms of his body relationship to his environment (i.e., I'm in the room; I'm on the floor).

1.5.11 Assembles body parts.

CMS: Given a disassembled two-dimensional cardboard puzzle of a human body, the student assembles the puzzle correctly.

1.5.12

1.5.13

Auditory Discrimination

1.6.0 Distinguishes common sounds.

1.6.1 Identifies common animal sounds.

CMS: Given a number of common animal sounds (i.e., recorded, taped), the student identifies each sound and associates it with the proper animal.

1.6.2 Identifies common musical sounds.

CMS: When presented with a number of musical sounds (i.e., drum, violin, bells), the student identifies the sound and associates it with the proper instrument with _____ percent accuracy.

1.6.3 Identifies common outdoor sounds.

CMS: When presented with common outdoor sounds, the student identifies the sounds.

1.6.4 Identifies common household sounds.

CMS: When presented with ten or more common household sounds (i.e., doorbell, telephone, eggs frying...), the student identifies at least _____ out of _____ sounds.

1.6.5 Identifies loud/soft sounds.

CMS: When presented with a variety of sounds varying in volume, the student distinguishes between loud and soft sounds _____ out of _____ times.

1.6.6 Identifies high/low sounds.

CMS: When presented with a variety of high- and low-pitched sounds, the student identifies the low and high sounds (i.e., verbally or physically).

1.6.7 Identifies far/near sounds.

CMS: When presented with a number of familiar sounds at varying distances, the student identifies near and far sounds.

1.6.8 Identifies emergency sounds.

CMS: When presented with a variety of emergency sounds (i.e., police siren, fire bell), the student identifies _____ emergency sounds.

1.6.9

1.6.10

Receptive Language

1.7.0 Responds to simple verbal commands.

1.7.1 Follows simple directions.

CMS: When presented with a number of simple one-verb requests, (i.e., come, down...), the student complies _____ percent of the time.

1.7.2 Provides personal information.

CMS: Upon request, the student verbally provides personal information (i.e., name, age, address) to the teacher's satisfaction.

1.7.3 Identifies direction.

CMS: Upon verbal command, the student identifies a specific direction (i.e., up, down, right/left) _____ percent of the time.

1.7.4 Identifies objects as directed.

CMS: When common objects are verbally named, the student demonstrates his ability to link the name with the object. (i.e., show me the ball.)

1.7.5

1.7.6

1.8.0 Responds to more complex verbal commands.

1.8.1 Performs two related tasks.

CMS: When given a verbal command with two related tasks (i.e., Pick up the book and then turn to page 46.), the student responds correctly.

1.8.2 Performs two or more related tasks.

CMS: When verbally given two or more related tasks (i.e., Go to the shelf, get a book, and read it.), the student independently performs these tasks.

1.8.3 Performs two unrelated tasks.

CMS: When presented with a complex verbal command consisting of two unrelated directions (i.e., Feed the fish, then complete your math assignment), the student performs the tasks correctly.

1.8.4 Performs two or more unrelated tasks.

CMS: Upon request, the student performs two or more unrelated tasks (i.e., Feed the fish, put the book away, then go to the door.), in the designated sequence.

1.8.5

1.8.6

Expressive Language

1.9.0 Articulation

1.9.1 Imitates sounds of vowels.

CMS: When orally presented with the vowel sounds (i.e., a-e-i-o-u-y), the student repeats each vowel correctly _____ out of _____ times.

1.9.2 Imitates sounds of consonants.

CMS: When orally presented with consonant sounds, the student correctly repeats each consonant sound.

1.9.3 Volunteers sounds of vowels.

CMS: When given the opportunity, the student voluntarily says vowel sounds with _____ percent accuracy.

1.9.4 Volunteers sounds of consonants.

CMS: When given the opportunity, the student voluntarily says consonant sounds with _____ percent accuracy.

1.9.5 Blends sounds.

CMS: When presented with various sound units (i.e., CVC combinations, including nonsense words bat, vip, caz), the student reads the appropriate sound for the unit.

1.9.6

1.9.7

1.10.0 Demonstrates word pronunciation.

1.10.1 Imitates single words.

CMS: When orally presented with a list of words containing the various sounds (i.e., vowels, consonants, diphthongs) of the English language, the student correctly pronounces the words.

1.10.2 Volunteers single words.

CMS: When observed, the student volunteers single words.

1.10.3 Imitates word chains.

CMS: When presented with two or more words in sequence, the student immediately imitates that word chain.

1.10.4 Volunteers word chains.

CMS: When observed, the student volunteers word chains.

1.10.5

1.10.6

1.11.0 Expresses self in understandable speech.

1.11.1 Verbalizes simple sentences.

CMS: When engaged in conversation, the student verbalizes simple sentences (i.e., noun/verb combinations: We want, You come.).

1.11.2 Provides single word or two-word answers to questions.

CMS: When asked a simple question (i.e., What day is today?), the student answers in one or two words (i.e., Monday).

1.11.3 Provides multiple word answers to questions.

CMS: When asked a question (i.e., What is the Weather?), the student answers in a multiple word answer (i.e., It is raining.).

1.11.4 Verbalizes more complex sentences.

CMS: When conversing with one or more persons, the student speaks in sentences containing _____ number of grammatical elements, in addition to a noun and verb.

1.11.5 Chains sentences.

CMS: When conversing with at least one person, the student speaks using more than two consecutive sentences.

1.11.6 Relays information.

CMS: When asked to relay a message, the student correctly communicates the information orally to at least one other person.

1.11.7 Asks questions.

CMS: When conversing with at least one person, the student asks questions that are logical to the situation.

1.11.8 Talks about own experiences.

CMS: When conversing with at least one person, the student talks about his own experiences in a logical manner (i.e., complete story, appropriate to the situation).

1.11.9 Sequences thoughts into logical sentence patterns.

CMS: When conversing with at least one other person, the student verbally sequences thoughts into logical sentence patterns _____ percent of the time.

1.11.10 Uses correct grammar.

CMS: When conversing with others, the student uses correct grammar as determined by the setting (i.e., playground, home, classroom...), _____ percent of the time.

1.11.11

1.11.12

1.12.0 Controls volume of voice.

1.12.1 Discriminates between loud/soft oral sounds.

CMS: When orally given a group of loud and soft sounds, the student identifies the loud sounds from the soft sounds with _____ percent accuracy.

1.12.2 Modulates voice according to room size.

CMS: When observed in rooms of different sizes and asked to verbalize, the student speaks with a voice volume that is appropriate to the situation.

1.12.3 Modulates voice according to number of listeners.

CMS: When observed in various sized groups, the student speaks with a voice volume that is appropriate to the situation.

1.12.4

1.12.5

Reading

1.13.0 Demonstrates reading readiness.

1.13.1 Names colors.

CMS: Given a group of varying colors and asked to name them, the student names them correctly _____ out of _____ times.

1.13.2 Matches shapes.

CMS: Given two identical groups of mixed shapes, the student matches each shape correctly _____ out of _____ times.

1.13.3 Distinguishes like and unlike objects.

CMS: When presented with a group having several like and unlike objects, the student selects either the like or unlike objects with _____ percent accuracy.

1.13.4 Matches numerals.

CMS: When given two identical groups of mixed numerals, the student matches each numeral correctly _____ out of _____ times.

1.13.5 Matches letters.

CMS: When given two identical groups of mixed letters, the student matches each letter correctly _____ out of _____ times.

1.13.6 Distinguishes like and unlike numerals.

CMS: When presented with a group having several like and unlike numerals, the student selects either the like or the unlike numerals with _____ percent accuracy.

1.13.7 Distinguishes like and unlike letters.

CMS: When given a group having several like and unlike letters, the student selects either the like or the unlike letters with _____ percent accuracy.

1.13.8 Marks named picture(s) within a group of pictures.

CMS: When presented with a group of different pictures and requested to identify specific ones, the student marks the appropriate picture(s).

1.13.9 Marks items requested in a sentence.

CMS: When presented with a sentence that asks one to identify items, the student marks (i.e., connects pictures, symbols, words) correctly _____ out of _____ items.

1.13.10 Demonstrates left-to-right reading movement.

CMS: When given several lines of printed material, the student moves (i.e., finger, hand) to indicate left-to-right movement.

1.13.11

1.13.12

1.14.0 Demonstrates knowledge of the alphabet.

1.14.1 Recites alphabet by rote in proper sequence.

CMS: Upon request, the student recites alphabet in proper sequence _____ out of _____ times.

1.14.2 Matches letters of the alphabet.

CMS: Presented with two identical mixed groups of letters of the alphabet, the student matches the letters _____ out of _____ times.

1.14.3 Finds letters of the alphabet.

CMS: When presented with the alphabet and asked to identify given letters, the student indicates (i.e., points, draws a line, picks up) the letters with _____ percent accuracy.

1.14.4 Reads letters of the alphabet.

CMS: Upon request, the student reads the letters (i.e., upper and lower case) of the alphabet with _____ percent accuracy.

1.14.5 Identifies upper case letters in random order.

CMS: Given the upper case letters in random order, the student correctly identifies each letter with _____ percent accuracy.

1.14.6 Identifies lower case letters in random order.

CMS: Given the lower case letters in random order, the student correctly identifies each letter with _____ percent accuracy.

1.14.7 Pairs upper and lower case letters.

CMS: When presented with the upper and lower case letters, the student pairs upper and lower case letters with _____ percent accuracy.

1.14.8

1.14.9

1.15.0 **Develops a sight vocabulary.**

1.15.1 Matches single words.

CMS: Given two identical groups of printed words, the student matches the words with _____ percent accuracy.

1.15.2 Finds single words.

CMS: Presented with a group of printed words and asked to select given words, the student finds (i.e., points, selects) the correct words _____ out of _____ times.

1.15.3 Reads single words.

CMS: Presented with single words at his/her reading level and asked to read them, the student orally reads the words with _____ percent accuracy.

1.15.4 Matches two or more word phrases.

CMS: Gven two or more identical groups of word phrases, the student matches the word phrases with _____ percent accuracy.

1.15.5 Finds two or more word phrases.

CMS: Presented with two or more printed word phrases and asked to select given phrases, the student finds (i.e., points, selects) them with _____ percent accuracy.

1.15.6 Reads two or more word phrases.

CMS: Presented with identical groups of two or more word phrases at his/her level and ask to read them, the student reads the words with _____ percent accuracy.

1.15.7 Matches words with pictures/objects.

CMS: Given words and related picture/objects, the student matches the words with the picture/objects with _____ percent accuracy.

1.15.8 Finds words with pictures/objects.

CMS: Presented with words and related pictures/objects and asked to select given words, the student finds (i.e., points to, selects, indicates) the words with _____ percent accuracy.

1.15.9 Reads words related to pictures/objects.

CMS: When given words and related pictures, the student orally reads the words _____ percent of the time.

1.15.10 Matches words related to numbers.

CMS: When given groups of words and related numbers, the student matches the words and the numbers.

1.15.11 Finds words related to numbers.

CMS: Given groups of words, the student finds (i.e., points to, selects, states) words representing the given numbers.

1.15.12 Reads words related to numbers.

CMS: Given a group of words, the student orally reads words which represent the specified numbers.

1.15.13 Reads selection(s) of essential vocabulary words.

CMS: When presented with a selection of essential vocabulary words (i.e., Wilson's, Dolch list, ...), the student orally reads them with _____ percent accuracy.

1.15.14 Reads selection(s) of functional words.

CMS: When given a selection of functional words (i.e., exit, danger...), the student orally reads them with _____ percent accuracy.

1.15.15

1.15.16

1.16.0 Utilizes a particular reading program.

1.16.1 Reads language-experience stories.

CMS: When asked to read a language-experience story written by the individual or class, the student orally reads to the teacher's satisfaction.

1.16.2 Reads words in stories.

CMS: When presented with a story at student's reading level, the student reads (i.e., decodes, recognizes) words with _____ percent accuracy.

1.16.3

1.16.4

1.17.0 Demonstrates skills of phonetic analysis.

1.17.1 Reads aloud sounds of consonants.

CMS: When randomly presented with the consonant letters, the student reads aloud the correct sound with _____ percent accuracy.

1.17.2 Reads aloud sounds of vowels.

CMS: When randomly presented with the vowel letters, the student reads aloud the correct sounds with _____ percent accuracy.

1.17.3 Reads aloud sounds of blends.

CMS: When randomly presented with the blend formation (i.e., bl, fl, fr) letters, the student reads aloud the correct sound with _____ percent accuracy.

1.17.4 Reads aloud sounds of digraphs.

CMS: When randomly presented with printed digraphs, the student reads aloud the correct sounds with _____ percent accuracy.

1.17.5 Reads aloud to blend consonants and vowels.

CMS: When presented with a list of consonant-vowel-consonant (CVC) formations, the student blends them into a single sound unit (i.e., nonsense words, such as fud, ked, tep).

1.17.6 Reads aloud to decode words.

CMS: When presented with a variety of phonetically regular words at the student's reading level, the student reads aloud to decode.

1.17.7

1.17.8

1.18.0 Demonstrates structural analysis skills.

1.18.1 Separates compound words into root words.

CMS: Given a group of ten or more compound words at the student's reading level, the student separates the root words into compound words by circling each root word, with _____ percent accuracy.

1.18.2 Separates prefixes from root words.

CMS: Given a group of ten or more words at the student's reading level, the student separates the prefixes from the root word by underlining the root word and circling the prefix, with _____ percent accuracy.

1.18.3 Separates suffixes from root words.

CMS: Given a group of ten or more words at the student's reading level, the student separates the suffixes from the root word by underlining the root word and circling the suffix, with _____ percent accuracy.

1.18.4 Gives plural forms.

CMS: Given a list of ten or more singular nouns, the student correctly adds the s, es, or ses ending to the words with _____ percent accuracy.

1.18.5 Adds correct endings to words, doubling last consonant to make the past tense.

CMS: Given a list of ten or more words, some requiring doubling of the last consonant (i.e., hop, ask, sit, ship, trot, walk), the student adds correct past tense ending only to each word where the doubling the final consonant rule applies, with _____ percent accuracy.

1.18.6 Adds correct endings to words by changing *y* to *i*.

CMS: Given a list of ten or more words ending in *y*, some requiring changing the *y* to *i* before adding endings (i.e., hurry, boy, ...), the student adds endings, changing *only* the words where the *y* to *i* rule applies.

1.18.7 Adds correct endings to words dropping final *e*.

CMS: Given a list of ten or more words ending in *e*, the student adds the endings only when the "dropping the final *e*" rule applies (i.e., hope/hoping, love/loving, ...) with _____ percent accuracy.

1.18.8 Adds correct endings to words ending in *f* and *fe*.

CMS: Given a list of ten or more words (i.e., calf, half, knife) ending with *f* and *fe*, the student adds correct endings by changing *f* or *fe* endings only where the "ves" rule applies, with _____ percent accuracy.

1.18.9 Divides words into syllables.

CMS: Given a list of ten or more words of two or more syllables at the student's reading level (i.e., welcome, separate, whisper, ...), the student correctly separates each word into syllables by use of slash mark (i.e., wel/come).

1.18.10

1.18.11

1.19.0 Uses clues in reading.

1.19.1 Uses picture clues for unknown words.

CMS: When presented with a paragraph about a picture, the student figures out unknown words by associating them with the content of the paragraph and the picture.

1.19.2 Uses configuration clues for remembering new words.

CMS: When presented with a list of ten or more words of different configuration, the student uses the shape of the letters to aid him in identifying the word.

1.19.3 Sounds out unknown words.

CMS: When given a list of ten or more phonetically regular unknown words, the student pronounces (i.e., reads) the words by sounding them out _____ percent of the time.

1.19.4

1.19.5

1.20.0 Uses comprehension skills.

1.20.1 Relates events of stories.

CMS: Upon request of the teacher, the student relates (i.e., associates, recites, tells) the events of a story which he has just completed reading (i.e., silently or orally) to the teacher's satisfaction.

1.20.2 Relates steps in a process.

CMS: After reading the steps in a process (i.e., recipe, work task outline, field trip outline, craft project outline) and upon request of the teacher, the student relates the steps in proper sequence _____ percent of the time.

1.20.3 Identifies sequence of ideas or events.

CMS: After reading a story and upon request of the teacher immediately afterwards, the student identifies (i.e., matches, points to, names, associates, recites) the sequence of events in the story to the teacher's satisfaction.

1.20.4 Relates cause and effect relationships.

CMS: After reading a story and upon request of the teacher, the student relates (i.e., verbally distinguishes) between the cause and effect relationships which pertain to the characters and events in the story with _____ percent accuracy.

1.20.5 Distinguishes between statements of reality and unreality.

CMS: After reading a story and being presented with certain statements from the story by the teacher, the student verbally distinguishes statements based on reality (i.e., facts, truth, existence) and those based on unreality (i.e., nonfactual, fantasy, nonexistence, ...) to the teacher's satisfaction.

1.20.6 Relates anticipated outcomes.

CMS: While reading a story and being purposely interrupted by the teacher with a question about a possible outcome for it, the student verbally anticipates (i.e., guesses, estimates, hypothesizes...) what the outcome will be, to the teacher's satisfaction.

1.20.7 Relates reactions and motives of story characters.

CMS: After being presented with a character and situation from a story, the student tells how the character felt about the situation and why he acted as he did.

1.20.8 Draws inferences from reading materials.

CMS: After reading a list of three or more selected statements provided by the teacher, the student verbally draws inferences from the statements with _____ percent accuracy.

1.20.9 Draws conclusions from reading materials.

CMS: After reading a selection chosen for the student by the teacher, the student verbally draws appropriate conclusions.

1.20.10 States main idea of selection.

CMS: After reading a selection chosen for the student by the teacher, the student states the main idea of the selection _____ out of _____ times.

1.20.11 Summarizes.

CMS: After reading a story or selection assigned to the student by the teacher, the student immediately summarizes the content (i.e., main idea, sub-points, characters, events, conclusions) to the teacher's satisfaction.

1.20.12

1.20.13

1.21.0 Reads silently.

1.21.1 Reads without lip movement.

CMS: Given the task of silently reading a passage selected by the teacher, the student performs the request without visible signs of lip movement.

1.21.2 Adjusts reading rate to type of reading material.

CMS: When given selected reading materials, the student voluntarily adjusts his reading rate and maintains comprehension as measured on a comprehension test.

1.21.3 Adjusts reading rate to level of difficulty.

CMS: When given selected reading materials, the student voluntarily adjusts his reading rate to the difficulty of the material and maintains comprehension as measured on a comprehension test.

1.21.4 Adjusts reading rate to his purpose for reading.

CMS: When assigned reading selections and told the purpose for each selection (i.e., enjoyment, general content, specific facts), the student adjusts his reading rate to the intended purpose as judged by the teacher.

1.21.5

1.21.6

Study Skills

1.22.0 Demonstrates dictionary skills.

1.22.1 Alphabetizes by first letter.

CMS: Given a list of ten or more words with unlike first letters, (i.e., am, cat, goat), the student recopies the list in correct alphabetical order _____ out of _____ times.

1.22.2 Alphabetizes words.

CMS: Given a list of ten or more words with the same first letter (i.e., arm, am, ankle), the student recopies the list of words in correct alphabetical order _____ out of _____ times.

1.22.3 Locates words in dictionary.

CMS: Given a dictionary assignment to find words, the student independently locates designated words in the dictionary _____ percent of the time.

1.22.4 Pronounces words according to diacritical markings.

CMS: Given a list of ten or more words marked with diacritical markings (i.e., feb' roo-er'i), the student correctly pronounces _____ out of _____ words.

1.22.5 Locates homonyms.

CMS: Given a list of ten or more words that have a homonym, the student uses dictionary skills to locate _____ out of _____ correct homonyms.

1.22.6 Locates synonyms.

CMS: Given a list of ten or more words that have synonyms, the student uses dictionary skills to locate _____ out of _____ correct synonyms.

1.22.7 Locates antonyms.

CMS: Given a list of at least ten words that have antonyms, the student uses dictionary skills to locate _____ out of _____ correct antonyms.

1.22.8

1.22.9

1.23.0 Uses study skills.

1.23.1 Uses table of contents.

CMS: When given the task of selecting information from published material (i.e., book, magazine, reference book), the student employs the table of contents to locate information to the teacher's satisfaction.

1.23.2 Employs index to locate information.

CMS: When provided with a list of at least ten words describing topics in a book, the student correctly uses the words and index to locate information.

1.23.3 Uses encyclopedias/atlases/supplementary texts.

CMS: Given instruction on use of the encylopedia/atlas/supplementary text, the student independently locates _____ topics (i.e., famous people, countries) to the teacher's satisfaction.

1.23.4 Locates headings and sub-headings of topics.

CMS: When given three or more written articles, the student outlines the headings and sub-headings of topics in each article with _____ percent accuracy.

1.23.5 Uses reference materials.

CMS: Given an assignment to write a report and use reference materials, the student names different resources used.

1.23.6 Uses resource people.

CMS: Given an assignment to make a report, the student names the people (i.e., employers, workers, counselor, teachers, librarians) used as resources, when presenting the report.

1.23.7

1.23.8

Writing

1.24.0 Demonstrates readiness for writing.

1.24.1 Holds writing instruments correctly.

CMS: Given a common writing instrument (i.e., pencil, pen, crayon, chalk), the student holds the instrument in the accepted manner.

1.24.2 Performs pre-writing exercises.

CMS: Given instruction and materials, the student performs pre-writing exercises (i.e., unstructured scribbling, drawing on blackboard or large sheets of paper, painting with brush or finger painting) to the satisfaction of the teacher.

1.24.3 Traces around objects.

CMS: Given instruction and materials, the student traces with his hand around the outside of an object (i.e., cup, ball, book, ...), to the teacher's satisfaction.

1.24.4 Traces over dotted lines.

CMS: Given instruction and materials, the student traces over dotted lines to the satisfaction of the teacher.

1.24.5 Copies straight lines.

CMS: Given instruction and materials, the student copies over straight lines (i.e., horizontal, vertical, diagonal) to the satisfaction of the teacher.

1.24.6 Copies curved lines.

CMS: Given instruction and materials, the student copies curved lines (i.e., circle, waves) to the teacher's satisfaction.

1.24.7

1.24.8

1.25.0 Demonstrates manuscript writing.

1.25.1 Copies letters and numbers independently.

CMS: Given the assignment to independently copy letters and numbers, the student uses a model (i.e., carboard lettering cards, blackboard, prepared materials) to copy letters and numbers which are legible, to the teacher's satisfaction.

1.25.2 Uses correct spacing between letters/words.

CMS: Given the task to use correct space between letters/words, the student demonstrates his adequacy by copying a model, appropriately spacing letters/words to the teacher's satisfaction.

1.25.3 Writes numerals/letters without visual model.

CMS: Given an oral instruction to write numerals/letters without a visual model, the student writes legible numerals/letters.

1.25.4

1.25.5

1.26.0 Demonstrates cursive writing.

1.26.1 Forms cursive letters correctly.

CMS: When asked to write any of the upper or lower case cursive letters, the student forms cursive letters correctly.

1.26.2 Converts letters correctly.

CMS: Given the task of correctly converting letters from manuscript to cursive writing, the student demonstrates his ability to do so by producing the letters legibly from memory _____ percent of the time.

1.26.3 Writes name.

CMS: Given previous instruction, the student writes his name correctly and legibly to the teacher's satisfaction.

1.26.4 Writes words from verbal cue.

CMS: When given oral instructions to write words, the student correctly writes the words.

1.26.5

1.26.6

Basic Mathematics

1.27.0 Demonstrates math readiness.

1.27.1 Matches geometric shapes.

CMS: When given two sets of cards containing the same geometric shapes, the student matches like cards from each set.

1.27.2 Finds geometric shapes.

CMS: When presented with a mixed group of geometric shapes and asked to find a name shape (i.e., circle, triangle...), the student selects the corresponding shape.

1.27.3 Names geometric shapes.

CMS: When presented with the series of geometric shapes (i.e., circle, square) by the teacher, the student names each shape correctly.

1.27.4 Matches like numbers.

CMS: When presented with a set of numeral cards containing two of each numeral from 1 to 100 in random order, the student will pair the numerals.

1.27.5 Matches equivalent sets.

CMS: When given a series of problems to match equivalent sets on a work sheet, the student demonstrates by matching the equivalent sets by drawing a line between them.

1.27.6 Finds equivalent sets.

CMS: When given a series of problems to find equivalent sets from a work sheet containing a model, the student successfully draws a line from the model to the corresponding equivalent set.

1.27.7 Identifies unequal sets.

CMS: When given a series of problems to identify sets unequal to a model set on a worksheet, the student marks (i.e., circling, crossing...) the unequal sets.

1.27.8

1.27.9

1.28.0 Counts by rote orally.

1.28.1 Counts by rote from 1 to 10.

CMS: When asked by the teacher to count by rote orally from 1 to 10, the student states each number clearly, unhesitatingly and in correct sequence _____ percent of the time.

1.28.2 Counts by rote from 1 to 20.

CMS: When asked by the teacher to count by rote orally from 1 to 20, the student states each number clearly, unhesitatingly and in correct sequence _____ percent of the time.

1.28.3 Counts by rote from 1 to 50.

CMS: When asked by the teacher to count by rote orally from 1 to 50, the student states each number clearly, unhesitatingly and in correct sequence _____ percent of the time.

1.28.4 Counts by rote from 1 to 100.

CMS: When asked by the teacher to count by rote orally from 1 to 100, the student states each number clearly, unhesitatingly and in correct sequence _____ percent of the time.

1.28.5 Counts by tens to 100 by rote.

CMS: When asked by the teacher to count by rote orally by tens to 100, the student states each number clearly and in correct sequence _____ percent of the time.

1.28.6 Counts by fives to 100 by rote.

CMS: When asked by the teacher to count by rote by fives to 100, the student states each number clearly and in correct sequence _____ percent of the time.

1.28.7 Counts by twos to 100 by rote.

CMS: When asked by the teacher to count by rote by twos to 100, the student states each number clearly and in correct sequence _____ percent of the time.

1.28.8 Counts by twenty-fives to 100 by rote.

CMS: When asked by the teacher to count by rote by twenty-fives to 100, the student states each number clearly and in correct sequence _____ percent of the time.

1.28.9 Counts by fifties to 100 by rote.

CMS: When asked by the teacher to count by rote by fifties to 100, the student states each number correctly and in correct sequence _____ percent of the time.

1.28.10 Counts to and from a number.

CMS: Upon request, the student counts by rote orally to and from a given number (2-100) by ones (counting by ones to 20, counting by ones from 20 to 0) stating each number clearly and in correct sequence _____ percent of the time.

1.28.11 Counts forward.

CMS: After learning the concept of "forward," upon request the student counts forward by rote orally from a number 0-100 given him by the teacher.

1.28.12 Counts backwards.

CMS: After learning the concept "backward" and upon request, the student counts backward by rote orally from a number 0-100 provided him by the teacher.

1.28.13

1.28.14

1.29.0 Counts given objects.

1.29.1 Counts to 10.

CMS: Upon request, student counts one to ten given objects with _____ percent accuracy.

1.29.2 Counts from 10 to 20.

CMS: Upon request, the student counts ten to twenty given objects with _____ percent accuracy.

1.29.3 Counts from 20 to 50.

CMS: Upon request, the student counts twenty to fifty given objects with _____percent accuracy.

1.29.4 Counts from 50 to 100.

CMS: Upon request, the student counts fifty to one hundred given objects with _____ percent accuracy.

1.29.5 Counts by fives to 100.

CMS: Upon request, the student counts five to one hundred given objects by fives with _____ percent accuracy.

1.29.6 Counts by tens to 100.

CMS: Upon request, the student counts ten to one hundred given objects by tens with _____ percent accuracy.

1.29.7

1.29.8

1.30.0 Recognizes numerals.

1.30.1 States names of numerals 1 to 10.

CMS: When asked and presented with a written numeral 1-10, the student states the name of the numeral.

1.30.2 States names of numerals 10 to 20.

CMS: When asked and presented with a written numeral 10-20, the student states the name of the numeral.

1.30.3 States names of numerals 20 to 50.

CMS: When asked and presented with a written numeral 20-50, the student states the name of the numeral.

1.30.4 States names of numerals 50 to 100.

CMS: When asked and presented with a written numeral 50-100, the student states the name of the numeral.

1.30.5

1.30.6

1.31.0 Sequences numerals.

1.31.1 Groups numbers in proper sequence, 1-10.

CMS: When given ten number cards with numerals 1-10 in mixed order, the student lays them out in proper sequence (1-10).

1.31.2 Groups numbers in proper sequence, 1-20.

CMS: When given twenty number cards with numerals 1-20 in mixed order, the student lays them out in proper sequence (1-20).

1.31.3

1.31.4

1.32.0 Writes numerals in sequence.

1.32.1 Writes numerals 1 to 10.

CMS: When asked, the student writes from 1-10 in proper sequence.

1.32.2 Writes numerals 10 to 20.

CMS: When asked, the student writes from 10 to 20 in proper sequence.

1.32.3 Writes numerals by tens to 100.

CMS: When asked, the student writes by tens to 100 in proper sequence.

1.32.4

1.32.5

1.33.0 Recognizes math symbols.

1.33.1 Explains + .

CMS: When asked, the student explains that + means add.

1.33.2 Explains - .

CMS: When asked, the student explains that - means subtract.

1.33.3 Explains = .

CMS: When asked, the student explains that = means equals.

1.33.4 Explains X .

CMS: When asked, the student explains that X means multiply.

1.33.5 Explains ÷ .

CMS: When asked, the student explains that ÷ means divide.

1.33.6

1.33.7

1.34.0 Recognizes math words.

1.34.1 Explains add.

CMS: When presented the word ADD, the student explains its meaning.

1.34.2 Explains subtract.

CMS: When presented the word SUBTRACT, the student explains its meaning.

1.34.3 Explains equal.

CMS: When presented the word EQUAL, the student explains its meaning.

1.34.4 Explains multiply.

CMS: When presented the word MULTIPLY, the student explains its meaning.

1.34.5 Explains divide.

CMS: When presented the word DIVIDE, the student explains its meaning.

1.34.6

1.34.7

1.35.0 Solves addition problems.

1.35.1 Writes total after counting objects.

CMS: Given up to _____ objects to count, the student counts the objects and writes the correct total.

1.35.2 Adds to a number (1 to 10) and finds the sum.

CMS: Given the task, the student adds 1 to a given number from 1 to 10 and finds the sum accurately _____ percent of the time.

1.35.3 Adds 2-digit numbers without carrying.

CMS: Given the task, the student adds 2-digit numbers without carrying with _____ percent accuracy.

1.35.4 Adds two or more place numbers with carrying.

CMS: Having received instruction and practice in adding two or more digit numbers which require carrying, the student solves at least ten problems correctly in a _____-minute time period.

1.35.5 Adds three or more columns and finds the sum.

CMS: Having previous experience and given the task, the student adds three or more columns of numbers (i.e., with/without carrying) and finds the sums accurately _____ percent of the time.

1.35.6

1.35.7

1.36.0 Solves subtraction problems.

1.36.1 Subtracts 1 from (1 to 10) and finds answer.

CMS: Having had previous experience and given the task, the student subtracts 1 from a given number from 1 to 10 and finds the sum accurately _____ percent of the time.

1.36.2 Subtracts two-digit numbers without borrowing.

CMS: Having received instruction and practice in subtracting two-digit numbers from two-digit numbers without borrowing, the student solves these problems with _____ percent accuracy.

1.36.3 Subtracts two or more place numbers with borrowing.

CMS: Given subtraction problems where a two or more place number is to be subtracted with the problem involving borrowing, the student correctly solves the problems _____ percent of the time.

1.36.4

1.36.5

1.37.0 Solves multiplication problems.

1.37.1 Multiplies by twos.

CMS: When randomly presented problems involving multiplying the numbers 0 to 10 by 2, the student solves the problems _____ out of _____ times.

1.37.2 Multiplies by threes.

CMS: When randomly presented with problems involving multiplying the numbers 0 to 10 by 3, the student solves the problems _____ out of _____ times.

1.37.3 Multiplies by fours.

CMS: When randomly presented with problems involving multiplying the numbers 0 to 10 by 4, the student solves the problems _____ out of _____ times.

1.37.4 Multiplies by fives.

CMS: When randomly presented with problems involving multiplying the numbers 0 to 10 by 5, the student solves the problems _____ out of _____ times.

1.37.5 Multiplies by sixes.

CMS: When randomly presented with problems involving multiplying the numbers 0 to 10 by 6, the student solves the problems _____ out of _____ times.

1.37.6 Multiplies by sevens.

CMS: When randomly presented with problems involving multiplying the numbers 0 to 10 by 7, the student solves the problems _____ out of _____ times.

1.37.7 Multiplies by eights.

CMS: When randomly presented with problems involving multiplying the numbers 0 to 10 by 8, the student solves the problems _____ out of _____ times.

1.37.8 Multiplies by nines.

CMS: When randomly presented with problems involving multiplying the numbers 0 to 10 by 9, the student solves the problems _____ out of _____ times.

1.37.9

1.37.10

1.38.0 Solves division problems.

1.38.1 Divides by twos.

CMS: Given previous instruction and without use of a math aid, the student divides an even or odd number by 2 with _____ percent accuracy.

1.38.2 Divides by threes.

CMS: Given previous instruction and without use of a math aid, the student divides an even or odd number by 3 with _____ percent accuracy.

1.38.3 Divides by fours.

CMS: Given previous instruction and without use of a math aid, the student divides an even or odd number by 4 with _____ percent accuracy.

1.38.4 Divides by fives.

CMS: Given previous instruction and without use of a math aid, the student divides an even or odd number by 5 with _____ percent accuracy.

1.38.5 Divides by sixes.

CMS: Given previous instruction and without use of a math aid, the student divides an even or odd number by 6 with _____ percent accuracy.

1.38.6 Divides by sevens.

CMS: Given previous instruction and without use of a math aid, the student divides an even or odd number by 7 with _____ percent accuracy.

1.38.7 Divides by eights.

CMS: Given previous instruction and without use of a math aid, the student divides an even or odd number by 8 with _____ percent accuracy.

1.38.8 Divides by nines.

CMS: Given previous instruction and without use of a math aid, the student divides an even or odd number by 9 with _____ percent accuracy.

1.38.9 Divides by tens.

CMS: Given previous instruction and without use of a math aid, the student divides an even or odd number by 10 with _____ percent accuracy.

1.38.10 Divides by a one-place number without remainders (i.e., $3/\overline{27}$).

CMS: Given previous instruction and without use of a math aid, the student divides by a one-place number without remainders with _____ percent accuracy.

1.38.11 Divides by a one-place number with remainders (i.e., $3/\overline{28}$).

CMS: Given previous instruction and without use of a math aid, the student divides by a one-place number with remainders with _____ percent accuracy.

1.38.12 Divides by two or more place numbers without remainders (i.e., $10/\overline{20}$).

CMS: Given previous instruction and without use of a math aid, the student divides by two or more place numbers without remainders with _____ percent accuracy.

1.38.13 Divides by two or more place numbers with remainders (i.e., 10/$\overline{21}$).

CMS: Given previous instruction and without use of a math aid, the student divides by two or more place numbers with remainders with _____ percent accuracy.

1.38.14

1.38.15

Fractions

1.39.0 Identifies fractional parts.

1.39.1 Divides a whole into fractional parts.

CMS: Given prior instruction and without use of a math aid, the student divides a whole into fractional parts with _____ percent accuracy.

1.39.2 Interprets the functions of a numerator.

CMS: Given a course of instruction, the student can tell what the numeration of a fraction represents.

1.39.3 Interprets functions of a denominator.

CMS: Given a prior course of instruction, the student can tell what the denominator of a fraction represents.

1.39.4

1.39.5

1.40.0 Adds fractions.

1.40.1 Adds like fractions.

CMS: Given prior instruction and without aids, the student adds like fractions (i.e., 1/2 + 1/2) with _____ percent accuracy.

1.40.2 Adds unlike fractions.

CMS: Given prior instruction and without aids, the student adds unlike fractions (i.e., 1/4 + 1/2) with _____ percent accuracy.

1.40.3 Adds mixed numbers.

CMS: Given prior instruction and without aids, the student adds mixed numbers (i.e., 1/4 + 1 1/2) with _____ percent accuracy.

1.40.4

1.40.5

1.41.0 Subtracts fractions.

1.41.1 Subtracts like fractions.

CMS: Given prior instruction and without aids, the student subtracts like fractions (i.e., 3/4 - 1/4) with _____ percent accuracy.

1.41.2 Subtracts unlike fractions.

CMS: Given prior instruction and without aids, the student subtracts unlike fractions (i.e., 3/4 - 1/2) with _____ percent accuracy.

1.41.3 Subtracts mixed numbers.

CMS: Given prior instruction and without aids, the student subtracts mixed numbers (i.e., 1 1/3 - 1/4) with _____ percent accuracy.

1.41.4

1.41.5

1.42.0 Multiplies fractions.

1.42.1 Multiplies like fractions.

CMS: Given prior instruction and without aids, the student multiplies like fractions (i.e., 1/2 X 1/2) with _____ percent accuracy.

1.42.2 Multiplies unlike fractions.

CMS: Given prior instruction and without aids, the student multiplies unlike fractions (i.e., 3/4 X 1/2) with _____ percent accuracy.

1.42.3 Multiplies mixed numbers.

CMS: Given prior instruction and without aids, the student multiplies mixed numbers (i.e., 1 3/4 X 1/3) with _____ percent accuracy.

1.42.4

1.42.5

1.43.0 Divides fractions.

1.43.1 Divides like fractions.

CMS: Given prior instruction and without aids, the student divides like fractions (i.e., 3/4 ÷ 2/4) with _____ percent accuracy.

1.43.2 Divides unlike fractions.

CMS: Given prior instruction and without aids, the student divides unlike fractions (i.e., 3/4 ÷ 1/2) with _____ percent accuracy.

1.43.3 Divides mixed numbers.

CMS: Given prior instruction and without aids, the student divides mixed numbers (i.e., 1 3/4 ÷ 1/3) with _____ percent accuracy.

1.43.4

1.43.5

1.44.0 Converts fractions.

1.44.1 Reduces fractions to lowest terms.

CMS: Given previous instruction and without aids, the student will reduce a fraction to its lowest terms (i.e., 2/4 = 1/2) with _____ percent accuracy.

1.44.2 Changes whole numbers to fractions.

CMS: Given previous instruction and without aids, the student will change whole numbers to fractions (i.e., 2 = 8/4) with _____ percent accuracy.

1.44.3 Changes improper fractions to whole numbers.

CMS: Given previous instruction and without aids, the student will change improper fractions to whole numbers (i.e., 9/3 = 3) with _____ percent accuracy.

1.44.4 Changes mixed numbers to improper fractions.

CMS: Given previous instruction and without aids, the student will change mixed numbers to improper fractions (i.e., 1 1/4 = 5/4), with _____ percent accuracy.

1.44.5 Changes improper fractions to mixed numbers.

CMS: Given previous instruction and without aids, the student will change improper fractions to mixed numbers (i.e., 7/3 = 2 1/3) with _____ percent accuracy.

1.44.6

1.44.7

Decimals

1.45.0 Solves decimal problems.

1.45.1 Recognizes decimals as part of a whole number.

CMS: When asked to define decimals, the student describes a decimal as part of a whole number.

1.45.2 Adds decimals.

CMS: Given 20 or more decimal problems that involve addition, the student correctly solves _____ out of _____ problems.

1.45.3 Subtracts decimals.

CMS: Given 20 or more problems involving subtraction of decimals, the student correctly solves _____ out of _____ problems.

1.45.4 Multiplies a whole number by a decimal.

CMS: Given 20 or more problems involving multiplication of a whole number by a decimal, the student correctly solves _____ out of _____ problems.

1.45.5 Multiplies a decimal by a decimal.

CMS: Given 20 or more problems involving multiplication of a decimal by a decimal, the student correctly solves _____ out of _____ problems.

1.45.6 Divides a decimal by a whole number.

CMS: Given 20 or more problems involving division of decimals by whole numbers, the student correctly solves _____ out of _____ problems.

1.45.7 Divides a whole number by a decimal.

CMS: Given 20 or more problems involving division of whole numbers by decimals, the student correctly solves _____ out of _____ problems.

1.45.8 Divides a decimal by a decimal.

CMS: Given 20 or more problems involving division of a decimal by a decimal, the student correctly solves _____ out of _____ problems.

1.45.9

1.45.10

Time

1.46.0 **Tells Time.**

1.46.1 Tells time to the hour.

CMS: When presented with 10 or more standard clock faces, some showing "o'clock," the student selects those faces showing o'clock and tells the correct time.

1.46.2 Tells time to the half hour.

CMS: When presented with 10 or more standard clock faces, some showing the half hour, the student selects those faces showing half hour and tells the correct time.

1.46.3 Tells time to the quarter hour.

CMS: When presented with 10 or more standard clock faces, some showing the quarter hour, the student selects those faces showing the quarter hour and tells the correct time.

1.46.4 Tells time by five minutes.

CMS: When presented with 10 or more standard clock faces, with each hand pointing directly at a number, the student tells the correct time (i.e., 2:10, 3:25, 4:45...).

1.46.5 Tells time to the minute.

CMS: When presented with 10 or more standard clock faces with minute hands at various points, the student tells the time to the nearest minute.

1.46.6 Can add time.

CMS: Given a stated time (i.e., 1:15) and a unit of time (20 minutes), the student adds the unit to the time and tells the new time (i.e., 1:15 + :20 = 1:35).

1.46.7

1.46.8

1.47.0 Writes time.

1.47.1 Writes time to the hour.

CMS: When asked to write the time to a specific hour, the student writes the correct time (i.e., 3:00, 3 o'clock).

1.47.2 Writes time to the half hour.

CMS: When asked to write the time to a specific half hour, the student writes the correct time (i.e., 3:30, half-past 3).

1.47.3 Writes time to the quarter hour.

CMS: When asked to write the time to a specific quarter hour, the student writes the correct time (i.e., 3:15, 3:45, quarter after, ...).

1.47.4 Writes time to the minute.

CMS: When asked to write the time to a specific minute, the student writes the correct time (i.e., 2:01, 2:36...).

1.47.5

1.47.6

1.48.0 Interprets terms involving time.

1.48.1 Explains a.m., p.m.

CMS: Given the opportunity to learn about and recognize the time symbols (i.e., a.m., p.m.), the student explains their meaning and employs them in an appropriate manner.

1.48.2 Explains yesterday, today, tomorrow.

CMS: Given the opportunity to learn about different time periods (i.e., yesterday, today, tomorrow), the student explains their meaning and employs them in an appropriate manner.

1.48.3 Explains common time expressions.

CMS: Given the opportunity to learn about different time expressions (i.e., half-past, till, before, after), the student explains their meaning and employs them in an appropriate manner.

1.48.4

1.48.5

1.49.0 Memorizes order of calendar.

1.49.1 Names days of week in sequence.

CMS: When asked, the student names the days of the week in sequence beginning with any day, _____ out of _____ times.

1.49.2 Names months of year in sequence.

CMS: When asked, the student names the months of the year in sequence beginning with any month, _____ out of _____ times.

1.49.3 Tells number of days in week.

CMS: When asked, the student tells the number of days in a week _____ out of _____ times.

1.49.4 Tells number of days in month.

CMS: When asked, the student tells the number of days in any given month without use of a calendar (i.e., 28, 29, 30, 31).

1.49.5 Tells number of weeks in month.

CMS: When asked, the student tells the number of weeks in a month without the use of a calendar (i.e., 4, 5).

1.49.6 Tells number of months in year.

CMS: When asked, the student tells the number of months in a year _____ out of _____ times.

1.49.7

1.49.8

1.50.0 Reads calendar terms.

1.50.1 Reads days of week.

CMS: When presented with the days of the week on the calendar or written in random order, the student verbally identifies them (i.e., orally, written) by name.

1.50.2 Reads months of year.

CMS: When presented with the months of the year on the calendar or written in random order, the student verbally identifies them (i.e., orally, written) by name.

1.50.3 Reads number of school days in a particular week.

CMS: Given a week containing a holiday or other nonschool day (days) and a calendar, the student verbally identifies the number of school days in that week.

1.50.4 Reads number of days in a particular month.

CMS: Given a calendar of a particular month, the student reads the number of days in that month.

1.50.5 Reads number of weeks in a particular month.

CMS: Given a calendar of a particular month, the student reads the number of weeks in that month.

1.50.6 Reads calendar to solve a problem.

CMS: Given a calendar and a specific problem (i.e., determine day from date, date from day), the student reads the calendar to analyze and solve the problem.

1.50.7

1.50.8

1.51.0 Writes calendar terms.

1.51.1 Writes days of week in sequence.

CMS: When asked, the student writes the names of days in sequence beginning with any day and with _____ percent accuracy.

1.51.2 Writes months of year in sequence.

CMS: When asked, the student writes the names of the months in sequence beginning with any month and with _____ percent accuracy.

1.51.3 Writes number of school days in a particular week.

CMS: Given a week containing a holiday or other nonschool days and a calendar, the student writes the number of school days in that week (i.e.,5, five; 4, four ...).

1.51.4 Writes number of days in a particular month.

CMS: Given a calendar of a particular month, the student writes the number of days in that month (i.e., 30, thirty...).

1.51.5 Writes number of weeks in a particular month.

CMS: Given a calendar of a particular month, the student writes the number of weeks in that month (5, five).

1.51.6 Writes complete date.

CMS: When asked, the student writes the month, day, and year corresponding to a given date (i.e., January 3, 1974).

1.51.7 Writes word abbreviations for days.

CMS: When presented with a list of the days of the week, the student writes their abbreviations (i.e., Mon. Tues., Weds.,...)

1.51.8 Writes abbreviations for months.

CMS: When presented with a list of the 12 months, the student writes their abbreviations (i.e., Jan., Feb., Mar., ...).

1.51.9 Writes abbreviation for complete date.

CMS: When asked, the student writes the date using numbers for months, day, and year (i.e., 7/30/79).

1.51.10

1.51.11

Measurements

1.52.0 Identifies measurement terms.

1.52.1 Locates 1 inch, 1/2 inch, 1/4 inch, and 1/8 inch on ruler.

CMS: Given a ruler, the student points to the 1 inch, 1/2 inch, 1/4 inch, and 1/8 inch marks _____ out of _____ times.

1.52.2 Locates 1 inch, 1 foot, 1 yard on yardstick.

CMS: Given a yardstick, the student points to the 1 inch, 1 foot, and 1 yard marks _____ out of _____ times.

1.52.3 Identifies various measuring spoons.

CMS: When presented with various sized measuring spoons (i.e., teaspoon, tablespoon), the student identifies the size of each spoon.

1.52.4 Identifies various measuring cups.

CMS: When presented with various sized measuring cups (i.e., 1/3 cup, 1 cup), the student identifies the size of each cup.

1.52.5 Identifies various-sized containers.

CMS: When presented with various containers (i.e., pints, quarts, gallons), the student correctly identifies each one _____ out of _____ times.

1.52.6 Weighs pounds and ounces on a weight scale.

CMS: Given a scale and instruction in its use, the student accurately weighs items _____ out of _____ times.

1.52.7 Identifies temperature on a thermometer.

CMS: Given a thermometer, the student locates and states the correct temperature _____ out of _____ times.

1.52.8 Uses measuring tools.

CMS: Given various measuring tools (i.e., ruler, yardstick, tape measure), the student measures items with _____ percent accuracy.

1.52.9

1.52.10

1.53.0 Equates different measurements.

1.53.1 Equates 12 inches to 1 foot.

CMS: When asked, the student demonstrates that 12 inches is equal to 1 foot.

1.53.2 Equates 2 pints to a quart.

CMS: When asked, the student demonstrates that 2 pints are equal to 1 quart.

1.53.3 Equates 16 ounces to 1 pound.

CMS: When asked, the student demonstrates that 16 ounces are equal to 1 pound.

1.53.4 Equates 12 objects to 1 dozen.

CMS: When asked, the student demonstrates that 12 objects are equal to 1 dozen.

1.53.5

1.53.6

Money

1.54.0 Identifies coins.

1.54.1 Matches similar coins.

CMS: When presented with a mixed group of coins, the student matches similar coins _____ out of _____ times.

1.54.2 Finds designated coins in a group.

CMS: Given a mixed group of coins, the student finds (i.e., points to, picks up) designated coins _____ out of _____ times.

1.54.3 Names coins.

CMS: Given a mixed group of coins, the student correctly names each coin _____ out of _____ times.

1.54.4

1.54.5

1.55.0 Identifies currency.

1.55.1 Matches similar currency.

CMS: When given a specific denomination of currency (i.e., $5 bill) and asked to match it with like currency, the student matches the given currency with bills from an assorted group of currency.

1.55.2 Finds designated currency in a group.

CMS: Given a group of different currencies (i.e., $1, $5, $10, $20 bills), the student selects the designated currency _____ out of _____ times.

1.55.3 Names currency.

CMS: Given a mixed group of currencies (i.e., $1, $5, $10, $20 bills), the student correctly names each currency _____ out of _____ times.

1.55.4

1.55.5

1.56.0 Counts money.

1.56.1 Counts coins.

CMS: Given groups of assorted coins totaling different amounts, the student correctly says/writes the total amounts _____ out of _____ times.

1.56.2 Counts currency.

CMS: Given groups of assorted currencies totaling different amounts, the student correctly says/writes the total amounts _____ out of _____ times.

1.56.3 Counts combinations of coins and currency.

CMS: Given groups of coins and currencies varying in amount, the student says/writes the total amount with _____ percent accuracy.

1.56.4

1.56.5

1.57.0 Compares relative value of money.

1.57.1 Identifies various combinations of coins for given amounts.

CMS: When given a specific total, the student selects combinations of coins equaling that total (i.e., 35¢ = 1 dime and 1 quarter, or 3 dimes and 1 nickel).

1.57.2 Identifies various combinations of currency for given amounts.

CMS: Given a specific total, the student selects various combinations of currency equalling that total (i.e., $10 = 1 five-dollar bill and five one-dollar bills, or 10 one-dollar bills).

1.57.3 Identifies various combinations of coins and currency for given amounts.

CMS: Given a specific total, the student selects the combination of coins and currency equaling that total (i.e., $5 = 4 one-dollar bills and 4 quarters, or 3 one-dollar bills and 4 fifty-cent pieces).

1.57.4

1.57.5

1.58.0 Figures money sufficient for purchasing.

1.58.1 Provides coins to cover purchase.

CMS: When making a purchase (i.e., actual, simulated), the student gives sufficient coins to cover the cost of the purchase _____ out of _____ times.

1.58.2 Counts change to equal purchase price.

CMS: When making a purchase (i.e., actual, simulated), the student counts coins to equal the purchase price.

1.58.3 Provides currency to cover purchase.

CMS: When making a purchase (i.e., acutal, simulated), the student gives sufficient currency to cover the cost of the purchase.

1.58.4 Counts currency to equal purchase price.

CMS: When making a purchase (i.e., actual, simulated), the student counts currency to equal the purchase price.

1.58.5 Provides coins and currency to cover purchase.

CMS: When making a purchase (i.e., actual, simulated), the student gives sufficient coins and currency to cover the cost of the purchase _____ out of _____ times.

1.58.6 Counts coins and currency to equal purchase price.

CMS: When making a purchase (i.e., actual, simulated), the student counts coins and currency to equal purchase price.

1.58.7 States correct change from a purchase (i.e., coins, currency, combination).

CMS: Following a purchase (i.e., actual, simulated), the student states the correct change _____ out of _____ times.

1.58.8

1.58.9

AREA 2.0.0

PERSONAL AND SOCIAL AWARENESS

Definition

Area 2, Personal and Social Awareness, refers primarily to goals which contribute to understanding and accepting oneself and getting along with other people. Emphasis is placed on behaviors which improve interaction with family, friends, neighbors, and community members. Attention is also given to the development of personal values related to laws, traditions, and citizenship.

Rationale for Instruction

The key to effective social living is related to the skills developed by an individual as he learns to understand himself and to get along with other persons. It is necessary for an individual to attain skills in personal and social awareness in order to successfully adjust to our society. The school must assist the learner to understand his behavior, to develop a set of social values, and to achieve social skills that enable him to interact effectively with other people. Since attitudes affect one's performance, it is also important that the school help the student gain self-respect, and the understanding and respect of other individuals.

Measurement Model

The teacher's guide includes model criterion measurement statements (CMS). They have been written to clarify the intent of sub-goals and to assist teachers in developing specific criteria for evaluating individual student performance. Teachers are expected to adapt a model CMS and extend it to more specific teaching situations. To illustrate, one sub-goal and CMS have been selected from Area 2 and are presented below. Also presented are two examples extending the model CMS but written by teachers for a specific student or class. The extended examples have been written to reflect different curriculum levels.

2.0.0 PERSONAL AND SOCIAL AWARENESS

Dependency

2.10.0 Asks reliable sources for assistance and direction.

2.10.4 Identifies appropriate community agencies to ask for assistance and direction.

CMS: Given a problem or situation, contrived or real, the student states which community agencies will give assistance and/or direction to solve the problem.

Extended measurement statements:

Elementary Level	When presented with situations which call for emergency first aid, the student identifies an appropriate community agency to ask for assistance.
Secondary Level	When presented with the district-developed list of community agencies, the student states at least two services available from each agency.

AREA 2.0.0

PERSONAL AND SOCIAL AWARENESS

Self

2.1.0 Provides personal information orally.

2.1.1 States full name.

CMS: Upon request, the student verbalizes from memory his full name.

2.1.2 States telephone number.

CMS: Upon request, the student verbalizes from memory his telephone number.

2.1.3 States home address.

CMS: Upon request, the student verbalizes from memory his correct home address.

2.1.4 States parents' names.

CMS: Upon request, the student verbalizes from memory the full names of parents or parent figures with whom he lives (i.e., figure could be foster parent, grandparent, aunt, step parent, ...).

2.1.5 States parent's occupation and place of employment.

CMS: Upon request the student verbalizes from memory the occupation and place of employment of at least one parent figure with whom he lives (i.e., parent figure could be foster parent, grandparent, aunt, step parent, etc.)

2.1.6 States name of school personnel.

CMS: Upon request the student verbalizes from memory the name of at least one school personnel figure (i.e., teacher, principal...).

2.1.7 States name of employer/supervisor, foreman.

CMS: Upon request, the student verbalizes from memory the name of his employer/supervisor, foreman.

2.1.8 States address and phone number of place of employment.

CMS: Upon request the student verbalizes from memory the address and phone number of his place of employment.

2.1.9 States personal birth data.

CMS: Upon request the student verbalizes from memory his personal birth data (date, place, sex).

2.1.10 States current personal data.

CMS: Given three or more specific questions, the student responds from memory with current personal data (i.e., age, year in school, home room number, counselor, ...)

2.1.11 States personal references.

CMS: Upon request the student verbalizes from memory the names of at least two personal references.

2.1.12 States types of work performed on job.

CMS: Given a job, when questioned the student verbalizes from memory, at least two tasks that his job requires him to perform.

2.1.13

2.1.14

2.2.0 Provides personal information in writing.

2.2.1 Writes full name.

CMS: Given the task, paper, and a writing instrument, the student writes (cursive, manuscript) his full name from memory.

2.2.2 Writes telephone number.

CMS: Given the task, paper, and writing instrument, the student writes his home telephone number from memory.

2.2.3 Writes home address.

CMS: Given the task, paper, and a writing instrument, the student writes his home address from memory (i.e., street or box, city, state, and zip).

2.2.4 Writes parents' names.

CMS: Given the task, paper, and a writing instrument, the student writes the names of parents or parent figure with whom he lives (i.e., foster parent, grandparent, aunt, step parent, ...).

2.2.5 Writes name and address of school.

CMS: Given the tasks, paper, and a writing instrument, the student writes the name of his school and the school address from memory or from a reference.

2.2.6 Writes name of employer.

CMS: Given the task, an employer, paper, and a writing instrument, the student correctly writes the name of his employer from memory.

2.2.7 Writes address and phone number of place of employment.

CMS: Given the task, a place of employment, paper, and a writing instrument, the student writes the address and phone number of his place of employment either from memory or with use of a reference.

2.2.8 Writes birth data.

CMS: Given the task, paper, and a writing instrument, the student writes his birth data (i.e., date, city, county, state, country, sex) from memory.

2.2.9 Writes Social Security number.

CMS: Given the task, a Social Security number, paper, and a writing instrument, the student writes his number from memory.

2.2.10 Writes personal references.

CMS: Given the task, paper, and writing instrument, the student writes the name, address, and telephone number of two or more personal references, either from memory or from a reference source.

2.2.11

2.2.12

2.3.0 Demonstrates ability to make decisions.

2.3.1 Makes simple decisions at teacher's suggestion.

CMS: Given a situation which requires a simple decision and given teacher encouragement, the student expresses his decision verbally or nonverbally.

2.3.2 Makes simple decisions independently.

CMS: Given a situation requiring a simple decision, the student working independently, communicates his decision verbally or non-verbally.

2.3.3 Identifies a situation requiring a decision.

CMS: Given various types of situations (i.e., simple occurence, sequence of events, and decision need), the student identifies those situations needing a decision _____ percent of the time.

2.3.4 Describes steps in making a decision.

CMS: Given an instance of decision making, the student verbally or non-verbally communicates at least two steps involved in the process (i.e., isolating the problem, identifying possible solutions, checking reliability of information or sources, ...).

2.3.5 Identifies options available in making a decision.

When faced with a specific decision, the student states verbally or non-verbally, two or more options available to him.

2.3.6 Describes possible consequences of a decision.

CMS: Given a specific decision, the student verbally or nonverbally, communicates two or more possible consequences.

2.3.7 Selects options which best meet own needs.

CMS: When faced with a decision and possible options, the student will select that option which best meets his own needs, _____ percent of the time.

2.3.8 Seeks guidance previous to making certain decisions.

CMS: Confronted with a decision and given access to guidance, the student will voluntarily request guidance prior to making his decision.

2.3.9 Makes complex decisions.

CMS: Given a specific complex problem, the student makes a complex decision relative to the solution of the problem.

2.3.10 Follows through on commitments involved in a decision.

CMS: After making a decision the student follows through on commitments resulting from the decision he made.

2.3.11 Evaluates results of personal decisions.

CMS: Upon request, the student illustrates verbally or nonverbally, that he evaluates the results of personal decisions, to the observer's satisfaction.

2.3.12

2.3.13

2.4.0 Uses evaluation of others to improve own performance.

2.4.1 Identifies type of evaluation received.

CMS: When being evaluated by another person regarding his performance, the student identifies whether it is favorable or unfavorable.

2.4.2 Describes reasons for having received a particular type of evaluation.

CMS: When asked, the student voluntarily describes (i.e., states, outlines, writes) reasons for having received a particular evaluation in academic or social performance, in order to understand (improve, maintain) his performance.

2.4.3 Utilizes positive evaluation to maintain or improve performance.

CMS: When presented with a positive evaluation for performance of an assigned task in an academic or social area, the student voluntarily uses the positive evaluation to maintain or augment his performance.

2.4.4 Uses negative evaluation to improve performance.

CMS: Having received negative evaluation related to his performance, the student makes the necessary adjustments to improve the particular performance in question.

2.4.5 Compares and contrasts positive and negative evaluations of performance.

CMS: Presented with a group of positive and negative evaluations (in a contrived or uncontrived situation), the student identifies those which are positive and those which are negative and communicates the differences.

2.4.6

2.4.7

2.5.0 Shows growth in independence by setting own goals and organizing ways of achieving them.

2.5.1 Develops own goals.

CMS: When presented alternatives relative to his future, the student voluntarily establishes his own goals and communicates what they are to an appropriate person (i.e., parents, teacher, minister, ...).

2.5.2 Identifies short-term and long-term goals.

CMS: When provided with a series of goals related to specific academic or social situations (i.e., cancer exploration), the student separates the long-term goals from the short-term goals.

2.5.3 Identifies method for achieving own goals.

CMS: Given a goal that he has developed, the student lists verbally or non-verbally, a sequence of steps or sub-goals that will achieve the larger goal.

2.5.4 Works toward achieving own goals.

CMS: Upon establishing a set of personal goals, the student voluntarily works toward (creates, plans, organizes, assembles) an observable plan toward reaching these goals. (i.e., If the student sets out to improve his reading, he may choose to check out five books from the library during the first semester and/or use a checklist to show his growth.)

2.5.5 Achieves selected personal goals.

CMS: Having selected several personal goals (i.e., improving dress, spoken language, peer relations, adult relations), the student achieves his chosen goals according to a criterion he has voluntarily identified and communicated to his teacher/counselor.

2.5.6 Evaluates goal achievement.

CMS: Having achieved a selected personal goal (i.e., gooming, reading, peer relations, adult relations, career choice), the student voluntarily evaluates in discussion with his teacher or counselor, the adequacy of his achievement.

2.5.7 Shows ability to re-examine own goals.

CMS: Having a clearly established set of personal goals, the student indicates he has re-examined these by listing any new developments (either in oral or written form) that would apply to his goals (e.g., increased self-knowledge, change of situation, etc.) and makes any necessary changes in his original goals.

2.5.8

2.5.9

2.6.0 Considers needs of others.

2.6.1 Is punctual.

CMS: Given the responsibility to be punctual in a business or social situation, the student arrives on time.

2.6.2 Is patient.

CMS: Given a trying situation involving another person, the student does not make demands of the other person beyond that person's ability to perform at the time.

2.6.3 Is cooperative.

CMS: Given a task which requires shared responsibilities, the student demonstrates his ability to cooperate by participating in the task without creating conflict, on at least five occasions.

2.6.4 Settles differences in a friendly manner.

CMS: Given a situation in which the student finds himself involved in possible conflict with another, the student reaches a settlement while maintaining an agreeable relationship.

2.6.5 Shares with others.

CMS: Given possessions or situations over which he has principal control, the student will allow others the opportunity to use or benefit from his position on at least five occasions.

2.6.6 Gives constructive criticism.

CMS: When offering criticism of another, the student directs criticism in a constructive manner on at least five different occasions.

2.6.7 Accepts individual differences.

CMS: When faced with differences in others, the student demonstrates his acceptance of those differences through the development and/or continuation of a relationship with that person, irregardless of those differences.

2.6.8 Shows concern for the welfare of others.

CMS: Given the awareness of others' needs, the student shows concern by allowing those needs to have a modifying effect on his behavior on at least five occasions.

2.6.9 Minds own business.

CMS: Given a variety of developments around him that do not concern him, the student makes that distinction and abstains from becoming involved.

2.6.10

2.6.11

2.7.0 Practices common courtesies.

2.7.1 Addresses classmates by name.

CMS: In any given situation, the student exhibits the common courtesy of addressing his classmates by their names.

2.7.2 Uses proper titles for adults in formal and informal situations.

CMS: Given a situation that requires a student to address an adult, he uses a commonly accepted title for the given adult and the situation (i.e., Mr., Mrs., Sir, ...).

2.7.3 Uses "please" and "thank you."

CMS: Given the appropriate situation, the students respond verbally with the words "please" and "thank you."

2.7.4 Uses proper greetings.

CMS: Given the situation, the student responds with the proper greeting (i.e., "Good morning," ...).

2.7.5 Takes turns in group situations.

CMS: While in a group setting, the student takes his turn in an appropriate manner.

2.7.6 Recognizes having created an embarrassing situation.

CMS: Given an embarrassing event for which he was responsible, the student voluntarily makes amends to the appropriate persons through written or oral expression.

2.7.7

2.7.8

Family

2.8.0 Indicates an awareness of family roles.

2.8.1 Identifies responsibilities which may be assumed by various family members.

CMS: Given the task, the student sorts out, verbally or non-verbally, family responsibilities into appropriate role groupings.

2.8.2 Describes own responsibilities in the family.

CMS: Given the task, the student describes his family responsibilities, verbally or non-verbally.

2.8.3 Follows through with own responsibilities in the home.

CMS: When observed, the student voluntarily follows through on his home responsibilities, to parental satisfaction.

2.8.4 Explains importance of each family member's contribution to the home.

CMS: Given the task, the student explains verbally or non-verbally, the value of each family member's contribution to the home.

2.8.5 Describes how roles change in the family.

CMS: Given the task, the student gives two or more examples (real or fictitious) of role change in the family.

2.8.6 Explains how individual decisions affect the total family.

CMS: Given a real or contrived situation requiring a decision, the student communicates verbally or non-verbally, how this might affect the total family.

2.8.7 Explains how the democratic process could be used for decision-making within the family.

CMS: When asked to explain how the democratic process could be used for decision making within the family, the student's explanation includes the following points: a) each person's views are heard; b) each view is discussed; c) the final decision is a group decision; d) individuals will abide by the decision of the majority.

2.8.8 Explains importance of respecting individual privacy.

CMS: Given the task, the student communicates verbally or non-verbally, at least two reasons for respecting individual privacy.

2.8.9 States reasons for respecting property of family members.

CMS: Given the task the student communicates verbally or non-verbally, two or more reasons for respecting property of family members.

2.8.10

2.8.11

Authority

2.9.0 Is informed about and interested in complying with laws.

2.9.1 Gives reasons for establishing classroom rules.

CMS: When asked, the student provides orally or in writing, the correct reasons for establishing classroom rules.

2.9.2 Identifies class and school rules.

CMS: Given a list of rules that includes class and school rules, the student identifies those pertaining to class and to school.

2.9.3 Follows class and school rules.

CMS: After instruction on following class and school rules, the student demonstrates his ability to comply with the laws (authority), by following class and school rules.

2.9.4 Gives reasons for existence of laws.

CMS: When presented with a list of general statements about laws, containing rationales for development of laws, the student picks out the statements that are accepted rationales.

2.9.5 Identifies rules and laws of the community.

CMS: Given a variety of rules and laws, the student identifies either orally or in writing, those rules and laws relating to the community.

2.9.6 Follows rules and laws of the community.

CMS: When observed, the student follows the rules and laws of the community.

2.9.7 Identifies national laws.

CMS: Given a variety of local, state, and national laws, the student demonstrates his ability to identify the national laws.

2.9.8 Identifies laws governing ownership of property.

CMS: Given a true-false list of statements concerning laws governing property rights, the student appropriately marks them.

2.9.9 Identifies motor vehicle laws.

CMS: Given a list of laws, the student upon request, either orally or in writing, identifies those laws governing motor vehicles, with _____ percent accuracy.

2.9.10 Identifies laws governing contracts.

CMS: Given a variety of laws, the student identifies those laws governing contracts.

2.9.11 Identifies laws governing marriage.

CMS: When presented with a number of laws, the student identifies those laws that relate to marriage.

2.9.12

2.9.13

Dependency

2.10.0 Asks reliable sources for assistance and direction.

2.10.1 Develops an appropriate routine for asking for assistance or direction.

CMS: When given the task of obtaining specific information from a person, the student acquires the needed information.

2.10.2 Identifies appropriate friends and relatives for assistance and direction.

CMS: When presented with a specific situation requiring identification of appropriate friends or relatives to ask for direction or assistance, the student shows competence in this area by identifying the most appropriate person/s.

2.10.3 Identifies appropriate school personnel for assistance and direction.

CMS: When presented with a specific school situation, the student identifies appropriate school personnel who could give assistance and direction.

2.10.4 Identifies appropriate community agencies to ask for assistance and direction.

CMS: Given a problem or situation, the student states which community agencies will be able to give assistance and/or direction to solve the problem.

2.10.5 Identifies appropriate state and federal agencies to ask for assistance or direction.

CMS: Given a number of tasks requiring assistance and/or direction from a state or federal agency, the student identifies the appropriate agency for each given problem.

2.10.6

2.10.7

2.11.0 Describes a course of action if lost.

2.11.1 States the steps to take if lost at school.

CMS: When asked, the student tells what steps to follow when lost at school.

2.11.2 States the steps to take if lost in the community.

CMS: Given a situation of being lost in the community, the student describes steps necessary to take in order to regain his desired location.

2.11.3 States the steps to take if lost in the out-of-doors.

CMS: Upon request, the student states the steps to take if lost in the out-of-doors.

2.11.4

2.11.5

General Knowledge

2.12.0 Gives evidence of being aware of current events.

2.12.1 Relates appropriate family activities.

CMS: Given a number of activities, the student relates which activities would be appropriate for family participation.

2.12.2 Identifies community happenings.

CMS: On at least three occasions the student communicates verbally or non-verbally, at least two community happenings.

2.12.3 Reports on and discusses state and national events.

CMS: After acquiring specific information concerning state and national events, the student when asked, reports on and discusses these events to the satisfaction of the observer.

2.12.4

2.12.5

2.13.0 Indicates a knowledge of the contribution of famous Americans.

2.13.1 States the names and contributions of famous Americans in politics.

CMS: Upon completion of a course of study, the student states the names and contributions of at least four famous Americans in politics.

2.13.2 States the contribution made to America by famous scientists.

CMS: Given a list of 10 or more famous men in science, the student explains orally or in writing the contribution each man made to the United States.

2.13.3 States the contribution to America by famous explorers.

CMS: Given a list of famous explorers, the student tells what they are best known for.

2.13.4 States the contribution made to the United States of America by famous business and labor leaders.

CMS: Given a minimum of ten famous business and labor leaders, the student briefly supplies information concerning the contribution of each.

2.13.5 States the contribution made by famous personalities in medicine.

CMS: Given a minimum of ten famous men of medicine, the student briefly supplies information concerning the contribution of each.

2.13.6

2.13.7

2.14.0 Gives evidence of being aware of United States traditions, customs, values.

2.14.1 Says the Allegiance to the Flag of the United States of America.

CMS: Upon request, the student recites the Allegiance to the Flag.

2.14.2 Sings the national anthem.

CMS: Given the knowledge of words and melody, the student sings the national anthem (solo, with a group, etc.)

2.14.3 Names national holidays and their purpose.

CMS: When asked, the student names the national holidays and briefly states their purpose, with _____ percent accuracy.

2.14.4 Describes the importance of the individual's role in a democratic society.

CMS: Given the task, the student lists three or more ways in which the individual plays an important role in a democratic society.

2.14.5 Describes the contribution of various nationalities and minority groups to the United States.

CMS: When presented with a list of various nationalities and minority groups in the United States, the student selects a minimum number of _____ and describes how each has contributed to the country.

2.14.6 Indicates a knowledge of the federal Constitution.

CMS: After a course of study of the Constitution, the student identifies major elements contained in it through a true-false test, with _____ percent accuracy.

2.14.7 Relates the Bill of Rights to present day living.

CMS: Given the task, the student communicates orally or in writing three or more ways in which the Bill of Rights relates to present day living.

2.14.8

2.14.9

2.15.0 Indicates a knowledge of the cultures and governments of foreign countries.

2.15.1 Identifies the similarities and differences in housing.

CMS: When given a list of foreign countries, the student compares and contrasts the types of housing found in each country.

2.15.2 Identifies the similarities and differences in dress.

CMS: When given a list of foreign countries, the student compares and contrasts modes of dress in each country.

2.15.3 Identifies the similarities and differences in language.

CMS: After studying about major world languages, the student compares and contrasts languages from the various countries.

2.15.4 Identifies the similarities and differences in transportation.

CMS: Having studied transportation in foreign countries and in the United States, the student communicates orally or in writing three or more similarities and/or differences of transportation in the United States and the other countries.

2.15.5 Identifies the similarities and differences in industry.

CMS: Having studied the industries of foreign countries and the United States, the student communicates orally or in writing, three or more similarities and/or differences between the industries of the United States and other countries studied.

2.15.6 Identifies the similarities and differences in government.

CMS: Having studied the governments of foreign countries and the United States, the student states/writes _____ similarities and differences between the United States and other governments studied.

2.15.7

2.15.8

2.16.0 **Gives evidence of recognizing the basic structure of our government.**

2.16.1 Identifies role of local government.

CMS: Having studied the role of local government in the state, the student states/writes _____ principles/functions of the role of local government.

2.16.2 Identifies role of the state government.

CMS: Having studied the role of state government in the United States, the student states/writes _____ principles/functions of state government.

2.16.3 Identifies the role of federal government.

CMS: Having studied the role of federal government in the United States, the student states/writes _____ principles/functions of the federal government.

2.16.4 Describes the main services performed by each level of government (local, state, federal).

CMS: Having studied the main services performed by each level of government, the student states/writes _____ main services for each level.

2.16.5 Identifies the names of the main officials in federal government.

CMS: Having studied the names of the main officials in the federal government, the student states/writes _____ out of ____ names.

2.16.6 Identifies the names of the main officials in state government.

CMS: Having studied the names of the main officials in the state government, the student states/writes _____ out of _____ names.

2.16.7 Identifies the names of the main officials in local government.

CMS: Having studied the names of the main officials in local government, the student states/writes _____ out of _____ names.

2.16.8 Names the three branches of government and their responsibility.

CMS: Having studied the three branches of government and their responsibility, the student names the three branches and their responsibility with _____ percent accuracy.

2.16.9

2.16.10

2.17.0 Identifies basic principles of our government

2.17.1 Explains the meaning of the will of the majority.

CMS: Having studied majority rule, the student discusses/lists/dramatizes _____ concepts that were studied.

2.17.2 Explains the meaning of the rights of the minority.

CMS: Having studied the rights of the minority, the student lists, discusses, dramatizes _____ of the concepts that were studied.

2.17.3 Explains the concept of representation.

CMS: Having studied the concepts of representation, the student identifies _____ percent of the concepts studied.

2.17.4 Explains the role and responsibilities of political parties.

CMS: Having studied the roles and responsibilities of political parties, the student discusses or writes _____ out of _____ of the established roles.

2.17.5

2.17.6

2.18.0 Demonstrates a knowledge of voting requirements.

2.18.1 Describes voter registration.

CMS: Given the opportunity to have obtained the knowledge, the student describes voter registration by listing _____ sequential steps.

2.18.2 Distinguishes between types of elections and when they are held.

CMS: Given the task, the student lists _____ types of elections and includes when they are held.

2.18.3 Describes voting procedures.

CMS: Given the opportunity to have observed, participated, or studied voting procedures, the student describes voting procedures (school, community, state, national) to the satisfaction of the teacher.

2.18.4 Identifies ways of becoming informed about candidates and political issues.

CMS: Given the opportunity, the student identifies _____ means of becoming informed about candidates and political issues.

2.18.5

2.18.6

AREA 3.0.0

LIVING IN THE ENVIRONMENT

Definition

Area 3, Living in the Environment, refers primarily to the daily living skills a student will need in order to manage his affairs at home, in school, and in the community. In this section, attention is given to practical goals such as cooking, budgeting, and traveling.

Rationale for Instruction

To live independently, persons must develop various living skills required in normal day-to-day activities. Since the school is concerned with helping pupils achieve in all areas of learning, consideration must be given to a curriculum that stresses goals related to total living. For the child with learning problems, a more extensive education will be needed in many areas of personal development. Many pupils need specific instruction in practical living skills that are necessary for survival in our present-day communities. The home environment plays an important part in helping pupils achieve these skills. Since many of these behaviors are best practiced and achieved in the home and community, the most meaningful program will be one where teachers and parents cooperate to achieve similar goals.

Measurement Model

The teacher's guide includes model criterion measurement statements (CMS). They have been written to clarify the intent of sub-goals and to assist teachers in developing specific criteria for evaluating individual student performance. Teachers are expected to adapt a model CMS and extend it to more specific teaching situations. To illustrate, one sub-goal and CMS have been selected from Area 3 and are presented below. Also presented are two examples extending the model CMS but written by teachers for a specific student or class. The extended examples have been written to reflect different curriuclum levels.

3.0.0 LIVING IN THE ENVIRONMENT

Food

3.10.0 Demonstrates ability to prepare meals.

3.10.4 Prepares lunch.

CMS: Given the task, the facilities, the ingredients, and the recipes, the student prepares lunch satisfactorily as judged by the teacher.

Extended measurement statements:

Elementary Level	Given the task, the facilities, the ingredients, and the recipes, the student prepares lunch consisting of a can of tomato soup, a peanut butter sandwich, fresh fruit, and milk.
Secondary Level	Given the task, the facilities, the ingredients, and the recipes, the student prepares a lunch consisting of a package of macaroni and cheese, tossed green salad, coffee, and cake from a recipe.

AREA 3.0.0

LIVING IN THE ENVIRONMENT

Animals

3.1.0 Cares for a pet.

3.1.1 Maintains housing for a pet.

CMS: Having gained knowledge of pets and their needs (i.e., habitat, cleanliness, ...), and given the task, the student maintains proper housing for a pet.

3.1.2 Feeds pet daily.

CMS: Given a pet and the task of feeding it daily, the student supplies the food required by the pet.

3.1.3 Arranges pet's living area.

CMS: Given the knowlege of the pet's environment and the task of arranging it, the student arranges the living area as required by the pet (i.e., proper light, air, temperature...). (Note: Teacher records in student's guide the pets studied.)

3.1.4 Identifies special needs of pet.

CMS: Given a knowledge of the health needs of a pet (i.e., innoculations, pest control, ...), the student identifies _____ percent of those needs when asked.

3.1.5 Plays with pet.

CMS: Given training, a pet, and the task, the student appropriately plays with the pet.

3.1.6 Trains pet.

CMS: Given a pet and knowledge of how the pet learns, the student teaches it at least one behavior.

3.1.7 Bathes and grooms a pet.

CMS: Given knowledge of its care, supplies, and equipment, the student satisfactorily bathes and grooms a pet.

3.1.8

3.1.9

3.2.0 Observes animals.

3.2.1 Identifies wild animals.

CMS: Having gained knowledge (i.e., through trip to zoo, pictures, ...) of wild animals, the student identifies at least _____ percent of the animals presented.

3.2.2 Identifies domestic animals.

CMS: Having gained knowledge (i.e., by trip to farm, pictures, ...), of domestic animals, the student identifies at least _____ percent of the animals presented.

3.2.3 Identifies common pets.

CMS: Having gained knowledge, (i.e., show and tell, pictures) of common pets, the student identifies at least _____ percent of the pets presented.

3.2.4 Identifies growth process in animals.

CMS: When given the opportunity to learn about the growth process in animals, (i.e., rate of growth, natural maturation, ...) the student describes this process when asked.

3.2.5

3.2.6

3.2.6

Plants

3.3.0 Observes and grows plants.

3.3.1 Identifies familiar plants.

CMS: Having studied familiar (common) plants, the student identifies _____ percent of these studied.

3.3.2 Identifies essential elements for plant growth.

CMS: Given the knowledge and the task, the student identifies the elements essential (i.e., light, water, food, ...) for plant growth.

3.3.3 Grows a plant in his environment.

CMS: Given the task, a plant, and correct supplies, the student grows a healthy plant.

3.3.4 Grows a garden.

CMS: Given the knowledge, the task, and the correct supplies, the student grows a garden (i.e., vegetable, flower, indoor, or outdoor, ...).

3.3.5

3.3.6

Weather

3.4.0 Observes and uses weather information.

3.4.1 Describes types of weather.

CMS: Given the opportunity to obtain the knowledge and given the task, the student states the various types of weather.

3.4.2 Identifies present weather conditions.

CMS: Having had the opportunity to observe current weather conditions, the student identifies them when asked.

3.4.3 Reads weather information in newspaper.

CMS: Given the opportunity, the newspaper and the task, the student reads and understands the weather information.

3.4.4 Describes weather reported on television.

CMS: Having had the opportunity to observe and listen to the weather report on television, the student describes and reports when asked.

3.4.5 Reads a thermometer.

CMS: Given the knowledge, practice, and a thermometer, the student reads it with accuracy _____ percent of the time.

3.4.6 Reads a barometer.

CMS: Given the opportunity, practice, and a barometer, the student reads it with accuracy _____ percent of the time.

3.4.7 Describes the weather associated with the four seasons.

CMS: Given the knowledge (i.e., by pictures, personal experience, stories, ...) the student describes seasonal weather.

3.4.8

3.4.9

Natural Resources

3.5.0 Observes natural resources.

3.5.1 Identifies natural resources.

CMS: Having had instruction in the area of natural resources, (i.e., forests, water, minerals, ...) the student identifies _____ percent of them.

3.5.2 Describes the utilization of natural resources.

CMS: Given the knowledge and the task, the student describes by oral or written means, the utilization of natural resources.

3.5.3 Describes seasonal factors that affect natural resources.

CMS: Given knowledge about the effect of seasonal factors on natural resources (i.e., flooding, drought, ...) and the task, the student describes _____ percent of those studied.

3.5.4 Describes human behaviors that help contribute to our supply of natural resources.

CMS: Upon request, the student describes, orally or in writing, three or more types of human behavior that contribute to our supply of natural resources (i.e., methods of forestation, fire controls, ...).

3.5.5 Describes human behaviors that harm our natural resources.

CMS: Upon request, the student describes through verbal or non-verbal means, three or more human behaviors that harm our natural resources (i.e., littering, forest fires, water pollution).

3.5.6

3.5.7

3.6.0 Practices conservation of natural resources.

3.6.1 Explains conservation.

CMS: When given the knowledge and the task, the student explains the meaning of the term "conservation."

3.6.2 Describes conservation needs at home and school.

CMS: Given the opportunity to learn about and observe conservation needs at home and school (i.e., lights, water, ...), the student describes these needs when asked.

3.6.3 States own conservation efforts at home and at school.

CMS: Given instruction in the different kinds of conservation practices and the opportunity to use these practices, the student relates the efforts he has made at home and at school.

3.6.4 Describes conservation needs in community and state.

CMS: Given instruction regarding specific conservation needs in the community and state, the student satisfactorily describes _____ percent of them when asked.

3.6.5 States own conservation efforts in community and state.

CMS: Having gained knowledge of conservation within the community and state, the student describes his efforts in this area (i.e., saving water, electricity, ...).

3.6.6 Explains conservation laws.

CMS: Having gained knowledge about conservation laws and given the task, the student gives at least three examples (i.e., Oregon bottle law, hunting regulations...).

3.6.7

3.6.8

Food

3.7.0 Demonstrates a knowledge of foods.

3.7.1 Identifies common vegetables.

CMS: Given an assortment of common vegtables, the student identifies _____ percent of the vegetables presented.

3.7.2 Identifies common fruits.

CMS: Given an assortment of common fruits, the student identifies _____ percent of the fruits presented.

3.7.3 Identifies common dairy products.

CMS: Given an assortment of common dairy products, the student identifies _____ percent of the dairy products presented.

3.7.4 Identifies common meats/fish.

CMS: Given an assortment of common meats/fish, the student identifies _____ percent of the common meats/fish (i.e., beef, pork, lamb, trout, salmon, ...) studied.

3.7.5 Identifies common breads/cereals.

CMS: Given instruction (i.e., materials or pictures ...) the student identifies _____ out of _____ common bread/cereals (i.e., white bread, whole wheat bread, oats).

3.7.6 Identifies foods eaten at certain meals.

CMS: Given instruction, groceries, or pictures of foods, the student identifies the foods most commonly eaten at each meal, (i.e., cereal/breakfast, salad/lunch, ...).

3.7.7 Identifies economical foods for purchase.

CMS: Given instruction and practice with economical foods, the student identifies _____ percent of economical foods presented (i.e., fruits and vegetables in season, cheaper cuts of meat, ...).

3.7.8

3.7.9

3.8.0 Demonstrates basic food preparation skills.

3.8.1 Opens/closes containers.

CMS: Given instruction, and a variety of containers (i.e., milk carton, fruit jar, cottage cheese carton, ...), the student opens/closes _____ percent of the containers correctly.

3.8.2 Measures with spoons: tsp., tbsp.

CMS: Given instruction on measuring and the measuring spoons, the student uses them correctly _____ percent of the times asked.

3.8.3 Measures with measuring cups.

CMS: Given instruction on measuring and the measuring cups, the student measures correctly _____ percent of the times asked.

3.8.4 Cuts with knife: slices, peels.

CMS: Given proper instruction, a knife, and something to slice or peel, (i.e., tomato, apple, ...), the student demonstrates that he/she can cut with the knife in a safe manner.

3.8.5 Spreads.

CMS: Given instruction, proper tools, and materials, the student demonstrates that he can spread foods, (i.e., butter, frosting, ...).

3.8.6 Mashes.

CMS: Given instruction, proper tools, and materials, the student demonstrates that he/she can mash foods, (i.e., potatoes, squash, etc.).

3.8.7 Grates.

CMS: Given instruction, proper tools, and materials, the student demonstrates that he can grate foods, (i.e., cheese, cabbage, ...).

3.8.8 Sifts.

CMS: Given instruction, proper tools, and materials, the student demonstrates that he can sift foods, (i.e., flour, powdered sugar, ...).

3.8.9 Mixes.

CMS: Given instruction, proper tools, and materials, the student demonstrates that he can mix foods, (i.e., egg salad, tuna fish, salad dressing, ...).

3.8.10 Blends.

CMS: Given instruction, proper tools and materials, the student demonstrates that he can blend foods (i.e., milk and eggs, flour and water, ...).

3.8.11 Folds.

CMS: Given instruction, proper tools and materials, the student demonstrates that he can fold ingredients into other ingredients (i.e., eggs into batter, butter into sugar, ...).

3.8.12

3.8.13

3.9.0 Employs kitchen appliances.

3.9.1 Operates hand can opener.

CMS: Given instruction, a hand can opener and cans, the student safely uses the can opener to open _____ percent of the cans presented.

3.9.2 Operates automatic can opener.

CMS: Given instruction, an automatic can opener and cans, the student safely uses the can opener to open _____ percent of the different-sized cans presented.

3.9.3 Operates stove burner.

CMS: Given instruction and a stove (i.e., electric, gas), the student operates the appliance safely and correctly according to designated temperature and burner.

3.9.4 Operates stove oven.

CMS: Given instruction and a stove (i.e., electric, gas), the student operates the oven safely and correctly according to designated use (i.e., bake, broil, ...) and temperature.

3.9.5 Operates hand beater.

CMS: Given instruction, a hand beater and food items, the student safely uses the hand beater and beats the food item to the proper consistency.

3.9.6 Operates automatic mixer.

CMS: Given instruction, an automatic mixer, and food items requiring beating (i.e., batter, eggs, ...) the student safely operates the automatic mixer and mixes the food item for the required number of minutes and to the proper consistency.

3.9.7 Operates electric frying pan.

CMS: Given instruction, an electric frying pan and the task, the student turns the electric frying pan to the desired setting and turns it off.

3.9.8 Operates waffle iron.

CMS: Given instruction, a waffle iron, and the task, the student turns the waffle iron to the desired setting and turns it off.

3.9.9 Operates toaster.

CMS: Given instructions, a toaster and the task, the student operates the toaster and regulates the desired setting.

3.9.10 Operates refrigerator controls.

CMS: Given instruction, a refrigerator and the task, the student sets the controls to the specified temperature.

3.9.11 Operates automatic coffee pot.

CMS: Given instruction, a coffee pot, and the task, the student demonstrates proper operation of an automatic coffee pot.

3.9.12 Operates electric grill.

CMS: Given instruction, practice and an electric grill, the student, when asked, operates the electric grill by setting it to the specified temperature and turning it off.

3.9.13

3.9.14

3.10.0 Demonstrates ability to prepare meals.

3.10.1 Selects an appropriate simple recipe.

CMS: Given instruction, the desired meal, (i.e., breakfast, lunch, dinner, ...) and a number of persons to be served, the student selects an appropriate recipe _____ out of _____ times.

3.10.2 Follows a simple recipe.

CMS: Given the knowledge, a recipe, equipment and supplies, the student demonstrates his ability to follow simple recipes to completion.

3.10.3 Prepares breakfast.

CMS: Given the task, the facilities, the ingredients, and the recipes, the student prepares breakfast satisfactorily as judged by the teacher.

3.10.4 Prepares lunch.

CMS: Given the task, the facilities, the ingredients and the recipes, the student prepares a lunch satisfactorily as judged by the teacher.

3.10.5 Prepares dinner.

CMS: Given the task, the facilities, the ingredients, and the recipes, the student prepares dinner satisfactorily as judged by the teacher.

3.10.6 Prepares snacks.

CMS: Given a variety of ingredients, the facilities and the recipes, the student prepares a snack satisfactorily as judged by the teacher.

3.10.7 Practices sanitation.

CMS: After prior instruction and given the task of preparing food, the student follows sanitation practices (i.e., washes hands, wears apron, ...).

3.10.8 Sets table correctly.

CMS: Given the task, the menu and the necessary table service, the student sets the table with appropriate service and placement.

3.10.9 Serves meals correctly.

CMS: Having the prepared food, the student serves a meal by placing the food in the correct location and serving the food in the correct sequence.

3.10.10 Cleans up after meals.

CMS: Given a kitchen in which a meal has been prepared and an eating area which has been used, the student restores both areas to the standards of cleanliness in use before the meal preparation.

3.10.11 Covers food correctly.

CMS: Given the task of covering food, the student chooses the appropriate covering and applies it correctly.

3.10.12 Stores food carefully in refrigerator.

CMS: Given the task, the student properly stores food in a refrigerator (i.e., butter in butter drawer, meat in meat drawer, ...).

3.10.13 Stores food in cupboard.

CMS: Given food in containers which do not require refrigeration, the student sorts and places them on a shelf.

3.10.14

3.10.15

3.11.0 Demonstrates proper meal-time habits.

3.11.1 Employs utensils correctly.

CMS: Given the setting, training and the utensils, (i.e., knife, fork, ...), the student demonstrates their correct usage.

3.11.2 Chews food properly.

CMS: Given instruction on proper chewing and some food, the student demonstrates when asked, how to chew food properly (i.e., small bites, mouth closed, ...).

3.11.3 Uses napkin correctly.

CMS: Given instruction on good table manners, a napkin and the setting, the student demonstrates the correct use of a napkin.

3.11.4 Handles dishware correctly.

CMS: Given a meal-time situation, the student manipulates dishware in an acceptable manner as judged by the teacher.

3.11.5 Passes food correctly.

CMS: When given the opportunity at the table while eating with others, the student passes food to another person correctly (i.e., without spilling, without fingers in food, in an orderly manner, ...) at all times.

3.11.6 Asks for food correctly.

CMS: When given the opportunity at the table while eating with others, the student asks for food correctly (i.e., using a pleasant voice, saying "please," "thank you," ...).

3.11.7 Receives food correctly.

CMS: When provided the opportunity to receive food while eating with others at the table, the student receives food correctly (i.e., without spilling).

3.11.8 Exhibits good table posture.

CMS: While seated at the table, the student exhibits good table posture (i.e., supporting self in upright position without use of elbows, ...).

3.11.9

3.11.10

Clothing

3.12.0 **Performs self-help skills.**

3.12.1 Removes garments.

CMS: Given various situations (i.e., home, PE class, classroom, ...), the student removes garments independently.

3.12.2 Puts on garments.

CMS: Given various situations (i.e., home, PE class, ...), the student puts on garments independently.

3.12.3 Snaps snaps.

CMS: Given a garment with snaps, the student snaps snaps independently.

3.12.4 Buttons buttons.

CMS: Given an item with buttons, the student buttons buttons independently.

3.12.5 Zips zippers.

CMS: Given an item with a zipper, the student engages, closes and opens the zipper independently.

3.12.6 Hooks hooks.

CMS: Given a garment with hooks, the student hooks hooks independently.

3.12.7 Laces shoes.

CMS: Given a lace and shoe, the student laces the shoe independently.

3.12.8 Ties shoes.

CMS: Given a shoe with a shoelace, the student ties the shoelace independently.

3.12.9 Fastens fasteners.

CMS: Given a garment with fasteners, the student fastens fasteners independently.

3.12.10 Buckles buckles.

CMS: Given items with buckles, the student buckles them independently.

3.12.11

3.12.12

3.13.0 Selects clothing.

3.13.1 Selects own clothing daily.

CMS: Given an independent choice daily, the student selects appropriate clothing (i.e., color coordination, size, ...) with sufficient skill so as not to appear noticeably different from his peer group.

3.13.2 Wears appropriate clothing for the occasion.

CMS: Given an independent choice, the student wears appropriate clothing for the occasion (i.e., school, work, play, church, ...) to the satisfaction of the observer.

3.13.3 Selects appropriate clothing for the season.

CMS: Given an independent choice, the student selects appropriate clothing for the season (i.e., shorts, sandals, gloves, coats, ...).

3.13.4 Selects appropriate fabrics for clothing.

CMS: When given the opportunity to choose clothing of different fabrics, the student picks the fabric most suitable to the occasion (i.e., weather, season, personal preference, ...).

3.13.5 Plans clothing purchases.

CMS: Given the need for a particular type of clothing, the student describes the appropriate garments, the sizes and color coordinates desired, where to shop, and how to finance the purchases.

3.13.6

3.13.7

3.14.0 Maintains clothing.

3.14.1 Hangs up clothing.

CMS: Given the responsibility, the student consistently hangs up all clothing delegated as his responsibility.

3.14.2 Folds clothing.

CMS: Given the task, the student follows prescribed methods to fold clothing (i.e., follows proper folding procedures, uses protective covers, ...).

3.14.3 Sorts clothing.

CMS: Given the training and the clothes, the student, when asked, sorts clothing correctly (i.e., socks matched, t-shirts together, ...).

3.14.4 Stores clothing.

CMS: Given the knowledge, the training and the clothes, the student when asked, stores clothing correctly (i.e., winter clothing cleaned, moth-proofed and placed in garment bags, ...).

3.14.5 Keeps clothing neat and clean.

CMS: Given instruction, the clothing and the task, the student demonstrates by his appearance that he keeps his clothing neat/clean (i.e., clean socks, all clothes free of offensive odors, ...).

3.14.6 Polishes shoes.

CMS: Given instruction, shoes and polish, the student, when asked, demonstrates his ability to polish shoes correctly.

3.14.7 Cleans various fabrics.

CMS: When given the knowledge, opportunity, facilities, and a variety of soiled fabrics, (i.e., upholstery material, drapery materials, ...), the student cleans at least _____ percent of them correctly.

3.14.8 Repairs clothing.

CMS: Given the opportunity, equipment, and a variety of clothing in need of repair, (i.e., missing buttons, tears, rips, ...) the student repairs at least _____ percent of the correctly.

3.14.9

3.14.10

3.15.0 Prepares clothing for wearing.

3.15.1 Reads labels on clothing.

CMS: Given basic reading knowledge and a variety of labeled clothing, the student reads the essential information (i.e., size, washing instructions, ...) contained on each label.

3.15.2 Washes clothes by hand.

CMS: Given clothes, equipment and supplies, the student demonstrates (i.e., wool in cool water, proper amount of soap, ...) how to wash clothes by hand correctly.

3.15.3 Washes clothes by machine.

CMS: Given clothes, equipment and supplies, the student demonstrates how to wash clothes by machine correctly (i.e., whites together, proper cycle setting, ...).

3.15.4 Dries clothes by hanging.

CMS: Given the task, wet clothes and facilities, the student hangs the wet clothes in an acceptable manner for drying.

3.15.5 Dries clothes by machine.

CMS: Given the task, wet clothes, a clothes dryer and instructions on how to operate it, the student independently demonstrates mastery on two or more occasions.

3.15.6 Prepares clothes for ironing.

CMS: Given the task and the clothes, the student prepares them in a manner appropriate to the ironing techniques to be employed.

3.15.7 Irons clothes without steam.

CMS: Given clothes that need ironing, the student irons them without using steam so that they could be worn publicly.

3.15.8 Irons clothes with steam.

CMS: Given clothes that need ironing, the student irons them using steam so that they could be worn publicly.

3.15.9

3.15.10

3.16.0 **Demonstrates basic sewing skills.**

3.16.1 Threads a needle.

CMS: Given a needle and thread, the student threads the needle _____ out of _____ times.

3.16.2 Sews by hand.

CMS: Given needle, thread and materials, the student completes at least two hand sewing tasks.

3.16.3 Sews by machine.

CMS: Given the equipment and instruction, the student sews and completes at least 2 tasks by machine.

3.16.4 Sews on buttons.

CMS: Given needle, thread, buttons and material, the student sews on at least 6 buttons in a one-hour time period.

3.16.5 Hems by hand.

CMS: Given instruction, the student hems at least two separate items.

3.16.6 Mends seams.

CMS: Given instruction and materials, the student mends seams on at least two separate items.

3.16.7 Patches by hand.

CMS: Given instruction and materials, the student hand sews patches on at least two separate items.

3.16.8 Patches with iron-ons.

CMS: Given the equipment and materials, the student applies iron-on patches to at least two separate items.

3.16.9

3.16.10

Travel

3.17.0 Demonstrates knowledge of community travel.

3.17.1 Identifies modes of personal transportation.

CMS: Given the task, the student communicates all modes of personal transportation available to him.

3.17.2 Identifies safety factors associated with travel.

CMS: Given a course of instruction, the student communicates the basic safety factors associated with at least two modes of travel.

3.17.3 Interprets travel information.

CMS: Given information (i.e., brochures, maps, advertisements, ...) relative to a trip, the student interprets most of the information given.

3.17.4 Reads maps.

CMS: When provided with a map, the student interprets three or more symbols, the scale, and finds at least three specific locations.

3.17.5

3.17.6

3.18.0 Utilizes transportation correctly and safely.

3.18.1 Demonstrates pedestrian rules for walking.

CMS: Given instruction on pedestrian safety, the student demonstrates his knowledge of pedestrian rules through verbal, written or overt means.

3.18.2 Demonstrates safety rules for bicycle riding.

CMS: Given instruction on bicycle safety, the student demonstrates bicycle riding rules through verbal, written or overt means.

3.18.3 Demonstrates appropriate habits as a car passenger.

CMS: While riding as a passenger in a car, the student behaves in a safe, appropriate manner, (i.e., fastens seat belt, reduces gross movements, ...).

3.18.4 Follows school bus rules.

CMS: While riding in a school bus, the student demonstrates knowledge of the bus rules (i.e., no fighting, keeping hands and arms in windows, no walking around, ...).

3.18.5 Rides public bus independently.

CMS: Given the public bus system, the specific destination and the financial means, the student independently boards, takes a seat, and gets off the bus at the appropriate place and in the appropriate manner.

3.18.6 Explains how to use a taxicab.

CMS: After a course of study, the student uses verbal or written communication to describe the sequence of behaviors involved in using a taxicab (i.e., calling taxi, giving directions, using appropriate behavior, making payment, ...).

3.18.7 Explains railroad passenger service.

CMS: After a course of study relative to railroad passenger service, the student communicates the sequence of behaviors involved in using the passenger train (i.e., purchasing ticket, checking baggage, boarding, appropriate behavior while in transit, debarking, claiming baggage, ...).

3.18.8 Explains airline passenger service.

CMS: Given appropriate experiences and instruction, the student communicates in sequence specific details relating to airline passenger travel (i.e., purchasing ticket, checking baggage, planning trip, ...).

3.18.9

3.18.10

Community Services

3.19.0 Communicates knowledge of services that provide assistance.

3.19.1 Describes services of police department.

CMS: After appropriate instruction, the student communicates specific details relating to police department services (i.e., emergencies, accidents, crimes, safety patrol, ...).

3.19.2 Describes services of fire department.

CMS: After appropriate instruction, the student communicates specific details relating to fire department services (i.e., fire danger inspection, fighting fires, fire safety education, ...).

3.19.3 Describes services of post office.

CMS: After appropriate instruction, the student communicates specific details relating to post office services (i.e., airmail, packages, special delivery, stamps, ...).

3.19.4 Describes services of utility companies.

CMS: Given appropriate instruction (field trips, models, diagrams, stories, movies, ...), the student communicates specific details relating to utility company services (i.e., electric, phone, sanitation, water, gas).

3.19.5 Describes community legal services.

CMS: Having been exposed to information on community legal services, the student communicates the names of at least _____ community legal services and what resources they offer

3.19.6 Describes community social services.

CMS: When presented with a list of community social services (i.e., Goodwill, Salvation Army), the student identifies verbally or nonverbally each one's major function.

3.19.7 Describes community vocational services.

CMS: Given information on community vocational services, the student identifies verbally or non-verbally a list of _____ places he might go for community vocational services and their specific functions (i.e., counseling, placement, ...).

3.19.8 Describes community health department services.

CMS: Given instruction, the student enumerates verbally or nonverbally a list of _____ community health department services and their functions.

3.19.9 Describes community religious organizations.

CMS: Given instruction, the student lists religious organizations and identifies verbally or non-verbally the basic function of each.

3.19.10 Describes services of community/state agencies.

CMS: Given a course of study regarding community/state agencies, the student states their names (i.e., Welfare, Employment, Housing Authority, Vocational Rehabilitation) and describes their basic functions.

3.19.11

3.19.12

3.20.0 Demonstrates ability to obtain needed service.

3.20.1 Locates and correctly contacts police department.

CMS: Given training in the required skills, the student correctly locates and makes contact with the police department (i.e., by phone, address, visitation, ...).

3.20.2 Locates and correctly contacts fire department.

CMS: Given training in the required skills, the student correctly locates and makes contact with the fire department (i.e., by phone, fire alarm box, address, visitation, ...).

3.20.3 Locates and correctly contacts public health service.

CMS: Given training in the required skills, the student correctly locates and makes contact with the public health services (i.e., by phone, address, visitation, ...).

3.20.4 Locates and correctly contacts sanitation department.

CMS: Given training in the required skills, the student correctly locates and makes contact with the sanitation department (i.e., by phone, address, visitation, ...).

3.20.5 Locates and correctly contacts telephone company.

CMS: Given training in the required skills, the student correctly locates and makes contact with the telephone company (i.e., by phone, address, visitation, ...).

3.20.6 Locates and correctly contacts post office.

CMS: Given training in the required skills, the student correctly locates and makes contact with the post office (i.e., by phone, address, visitation, ...).

3.20.7 Locates and correctly contacts financial services.

CMS: Given training in the required skills, the student correctly locates and makes contact with financial services (by phone, address, visitation).

3.20.8 Locates correctly and utilizes services of religious organizations.

CMS: Given training in the required skills, the student correctly locates and (if he so desires) utilizes the services of religious organizations (by phone, address, visitation).

3.20.9 Locates and correctly contacts vocational services.

CMS: Given training in the required skills, the student correctly locates and make contact with vocational services (by phone, address, visitation, etc.). (i.e., U.S. Employment Office, Vocational Rehabilitation Services, etc.)

3.20.10

3.20.11

Communication Media

3.21.0 Uses telephone correctly.

3.21.1 Identifies basic types of telephone calls.

CMS: After a course of study, the student categorizes, verbally or non-verbally, the basic types of telephone calls (i.e., social, business, emergency, ...).

3.21.2 Manipulates various types of telephones.

CMS: After a course of study, the student demonstrates his ability to manipulate various types of telephones (i.e., dial, push-button, ...).

3.21.3 Uses proper telephone manners.

CMS: Given instruction, the task and the occasion, the student uses good manners on the telephone (i.e., "thank you," "please," etc.).

3.21.4 Uses telephone for various types of calls.

CMS: Following instruction in making calls for various types of information (i.e., operator, information emergency, time, weather, ...) the student, given the task, a telephone directory and a telephone, selects the appropriate number, dials, communicates needs and obtains the desired information.

3.21.5 Uses the telephone directory.

CMS: After training in the use of the telephone directory and given the task, the student locates at least three listings in the yellow pages and three listings in the white pages.

3.21.6 Demonstrates ability to use public pay telephone.

CMS: Given a phone number and sufficient change, the student completes a call using a public pay phone.

3.21.7

3.21.8

3.22.0 Demonstrates use of communication media.

3.22.1 Sends letters.

CMS: Given the opportunity and necessary skills, the student sends letters in such a manner that they arrive at the proper destination.

3.22.2 Explains telegrams.

CMS: Upon request, the student describes the essential parts of a telegram, and explains why the message was too urgent to be sent by mail.

3.22.3 Reads magazines.

CMS: When provided with a variety of magazines, the student voluntarily selects and reads articles in three or more magazines.

3.22.4 Reads newspapers.

CMS: When provided with a group of newspapers, the student voluntarily selects and reads articles from three or more different newspapers.

3.22.5 Watches informational TV program.

CMS: Given the opportunity, the student voluntarily watches an informational TV program (i.e., "National Geographic," "Wild Kingdom," ...).

3.22.6 Listens to informational radio programs.

CMS: Given the opportunity, the student voluntarily selects and listens to an informational radio program (i.e., news recap, special events, historical subjects).

3.22.7

3.22.8

Home Maintenance and Improvement

3.23.0 Demonstrates knowledge of items needed for maintenance.

3.23.1 Identifies tools for particular tasks.

CMS: Given a group of mixed tools (i.e., hammer, saw, rolling pin, scissors, knife, fork, spoon, ...), student identifies tools according to the task for which they are used.

3.23.2 Identifies cleaning agents and materials for particular tasks.

CMS: Given a number of cleaning agents (i.e., Mr. Clean, Spic & Span, Bon Ami, Spot Remover, Windex, ...) and materials (brush, cloth, sponge, squeegie) to be used for particular tasks (to clean concrete floor, linoleum floor, sink, windows, car), the student identifies which agents should be used for a specific task.

3.23.3 Identifies appliances for particular tasks.

CMS: Shown a number of household appliances (i.e., large/small, electric/manual, ...) the student verbally identifies each appliance and states one or more of its uses.

3.23.4 Identifies clothing for particular tasks.

CMS: Presented with a number of clothing articles (i.e., coveralls, man's suit, hard hat, uniform), or pictures of such clothing, the student identifies each article and states whether it is appropriate for a particular task.

3.23.5

3.23.6

3.24.0 Performs simple household chores.

3.24.1 Keeps record of duties performed at home.

CMS: Upon request, the student keeps a year-long legible record (written checklist) of the duties (household chores) which he has independently performed at home.

3.24.2 Makes bed daily, independently.

CMS: Given the opportunity to make his bed daily at home, the student makes it by himself.

3.24.3 Cleans bedroom independently.

CMS: Given the opportunity by his parent to clean his bedroom, the student voluntarily and independently cleans it (i.e., sweeps floor, dusts, picks up clothes and other items and stores them neatly).

3.24.4 Washes woodwork independently.

CMS: When presented with the opportunity, the student independently washes the woodwork pointed out by his parent/guardian or teacher.

3.24.5 Dusts furniture independently.

CMS: Given the opportunity, the student independently dusts wood, metal and plastic furniture.

3.24.6 Polishes furniture independently.

CMS: When asked to polish household furniture, the student independently polishes those pieces of furniture designated by the parent/guardian/teacher.

3.24.7 Sweeps floor independently.

CMS: When asked to sweep the floor, the student sweeps it by himself to the satisfaction of the observer/parent/teacher.

3.24.8 Vacuums floor independently.

CMS: Given the opportunity to vacuum a household rug, the student performs the task without supervision.

3.24.9 Waxes floor independently.

CMS: Given the opportunity to wax a floor independently, the student performs, in proper sequence, the set of tasks required.

3.24.10 Washes windows independently.

CMS: Given the opportunity, the student independently completes the proper sequence of tasks related to washing windows.

3.24.11 Washes and dries dishes independently.

CMS: When presented with the opportunity to wash and dry dirty dishes, the student independently performs the sequence of tasks required.

3.24.12 Uses dishwasher independently.

CMS: Given the opportunity, the student uses the dishwasher (properly places dishes, utensils, etc., in dishwasher; follows operating instructions for washing; removes contents without breaking) to the satisfaction of the observer/parent.

3.24.13 Empties garbage independently.

CMS: Given the opportunity to empty the garbage at home, the student independently performs the sequence of steps required to complete the task properly.

3.24.14 Uses garbage disposal independently.

CMS: Given the opportunity to use the garbage disposal at home, the student independently performs the steps required to properly use the disposal.

3.24.15 Puts objects away when finished.

CMS: Given the opportunity to put objects away in his home, the student performs the sequence of steps required to complete the task.

3.24.16

3.24.17

3.25.0 Performs more complex home improvement tasks.

3.25.1 Paints objects at home.

CMS: When presented with the opportunity to paint an object at home (dog house, fence, ...), the student performs the sequence of steps (gathers equipment and materials; prepares paint and brush; dresses in appropriate clothes, readies object, ...) necessary to complete the task properly.

3.25.2 Constructs items at home.

CMS: Given materials and tools at home, the student constructs usable items (i.e., box for holding tools, simple fence for pet, stakes for garden, ...).

3.25.3 Repairs items at home.

CMS: Given the opportunity to repair an item at home (i.e., garden hose, leaky faucet, loose drawer handle, ...), the student secures proper materials and tools and repairs object so that it is usable.

3.25.4

3.25.5

3.26.0 Demonstrates landscaping skills.

3.26.1 Employs hand tools correctly.

CMS: When given a group of 5 or more hand tools (i.e., hammer, saw, drill, shears, grass cutters, ...), the student uses each tool in the correct or accepted manner.

3.26.2 Employs hand-operated power tools correctly.

CMS: When given the task and provided with the power tools (i.e., drill, skill saw, saber saw, hedge cutter), the student manipulates each tool to complete the task (i.e., drilling, sawing).

3.26.3 Mows lawn.

CMS: Upon request, the student performs the sequence of steps required to mow a lawn.

3.26.4 Trims lawn.

CMS: When given trimming shears and a lawn that needs to be trimmed, the student demonstrates his ability to trim the lawn to the satisfaction of the observer.

3.26.5 Rakes grass/leaves.

CMS: Given a yard randomly covered with cut grass/leaves, the student satisfactorily rakes the grass/leaves into piles in a reasonable amount of time.

3.26.6 Clips bushes/hedges.

CMS: Given bushes/hedges that need to be clipped, and appropriate tools, the student satisfactorily clips the bushes/hedges.

3.26.7 Pulls weeds.

CMS: Provided with an area needing weeding, the student removes the weeds.

3.26.8 Stores tools correctly.

CMS: When given a number of tools, the student correctly stores each tool.

3.26.9 Waters lawn/shrubs.

CMS: After being taught the procedures for watering lawn/shrubs and then given the opportunity, the student waters lawn/shrubs for a specified period of time following the proper procedure.

3.26.10 Fertilizes lawn/garden.

CMS: When presented with the tools, fertilizer (and instructions for its use) and a given situation, the student satisfactorily fertilizes a lawn/garden.

3.26.11 Puts trash/clippings in appropriate containers.

CMS: After collecting (raking) trash/clippings from a given area, the student puts the trash/clippings into the containers provided for them.

3.26.12 Sweeps walkways.

CMS: When presented with a walkway which needs sweeping, the student demonstrates his ability to sweep the walkway clean.

3.26.13

3.26.14

Budgeting

3.27.0 Manages financial affairs.

3.27.1 Accounts for personal income.

CMS: Given instruction in simple accounting procedures, and given the task, the student records all of his personal income (i.e., gifts, allowances, wages, ...) for a specified period of time.

3.27.2 Accounts for personal money spent.

CMS: Given the opportunity, the student lists the items/services purchased with his personal money, and the amount paid for them.

3.27.3 Employs a savings account.

CMS: After a course of study in budgeting, the student opens and uses a simulated/real savings account.

3.27.4 Uses a checking account.

CMS: When provided with a checking account, the student writes checks and maintains a balanced account (simulated or real).

3.27.5 Prepares a personal budget.

CMS: Given instruction in the procedures of budget-keeping, the student prepares and maintains personal budget for a specified period of time.

3.27.6 Demonstrates knowledge of charge accounts.

CMS: Following a course of study in the use of credit, the student demonstrates the procedures for opening and using a charge account, and explains legal implications in real/simulated credit situations.

3.27.7 Demonstrates knowledge of credit cards.

CMS: After a course of study in the use of credit, the student demonstrates the procedures necessary when applying for a credit card, using the card, and making payment according to terms agreed upon (real/simulated).

3.27.8 Demonstrates knowledge of comparative shopping.

CMS: Given instruction in comparative shopping techniques, the student verbally states or lists at least three ways to find the best buy (i.e., comparing unit price, quality, news ads, prices at several stores, etc.)

3.27.9 Demonstrates knowledge of "layaway" shopping.

CMS: Given true and false statements about "layaway" shopping, the student marks each statement correctly.

3.27.10 Demonstrates knowledge of credit ratings.

CMS: After a course of study on budgeting, the student demonstrates his ability to use the credit rating system through actual and/or simulated situations (i.e., telephone call, visit to credit bureau, etc.)

3.27.11 Demonstrates knowledge of interest rates in credit buying.

CMS: Given instruction regarding the use and importance of interest in credit buying, the student explains the difference between cash payment and time payments with interest.

3.27.12 Explains the relationship between income and expenses.

CMS: Given the opportunity to learn about budgeting, the student demonstrates (i.e., orally, through a mock budget, etc.) that expenses should not exceed income.

3.27.13 Explains obligations in borrowing money from family and friends.

CMS: Given instruction in managing financial affairs, the student explains the obligations incurred when money is borrowed (i.e., money borrowed must be repaid according to the agreement, on time, ...).

3.27.14 Explains obligations in borrowing money from banks.

CMS: Given instruction in managing financial affairs, the student explains the obligations incurred when money is borrowed from banks (i.e., money borrowed must be repaid according to the agreement, on time, ...).

3.27.15 Explain obligations in borrowing money from loan companies.

CMS: Given instruction in managing financial affairs, the student explains the obligations incurred when money is borrowed from loan companies (i.e., money borrowed must be repaid according to the agreement, on time, ...).

3.27.16 Explains the reasons for obtaining various kinds of insurance.

CMS: Having completed a study of various kinds of insurance, the student demonstrates either orally or in writing, his knowledge of the reasons for obtaining each kind of insurance. (note: Teacher will record in student guide the kinds of insurance studied: i.e., car, life, house, etc.)

3.27.17

3.27.18

Child Care

3.28.0 Performs child care skills.

3.28.1 Assists in supervising younger children.

CMS: Given the opportunity, the student demonstrates by his actions, the ability to assist in supervising younger children when observed over a specified period of time.

3.28.2 Supervises younger children independently.

CMS: Given the opportunity to accept responsibility for a number of younger children, the student supervises those children independently.

3.28.3 Assists in planning activities for younger children.

CMS: Given training and the situation, the student demonstrates his ability to assist in the planning of activities, (i.e., birthday parties, group games, etc.) for younger children.

3.28.4 Plans activities for younger children independently.

CMS: While supervising younger children, the student independently plans activities which relate to the children under his care.

3.28.5 Trains formally to be a babysitter.

CMS: Given an available course of study in babysitting, the student enrolls in and completes such a course.

3.28.6 Explains baby care needs.

CMS: Given instruction regarding the needs of infants, the student, upon request, explains the basic components of child care.

3.28.7 Babysits for younger children.

CMS: Given the opportunity and the task, the student babysits for younger children satisfactorily, according to the standards set by the parents/guardians.

3.28.8 Babysits and cares for a baby.

CMS: Given proper training and the opportunity, the student babysits and cares for a baby according to the standards set by an adult. (Note: Any special training such as Red Cross course in baby care, public service course in baby sitting, etc., will be recorded in student guide.)

3.28.9 Earns money babysitting.

CMS: Given the opportunity to babysit for pay, the student earns money according to agreement made with the adult.

3.28.10

3.28.11

Post-School Adjustment

3.29.0 Demonstrates a knowledge of residency.

3.29.1 Identifies his responsibilities to the family when living at home.

CMS: Upon request the student identifies specific responsibilities which he can assume in the home environment (i.e., sharing chores, communicating whereabouts, ...).

3.29.2 Identifies responsibilities of boarding in a private home.

CMS: Upon request the student identifies specific responsibilities which he is expected to assume when boarding in a private home (i.e., respecting the rights of others, ...).

3.29.3 Identifies responsibilities of renting.

CMS: Given a list of renter and landlord responsibilities, the student identifies those of the renter.

3.29.4 Identifies responsibilities of living in a half-way house.

CMS: Given a list of group and individual responsibilites related to living in a half-way house (i.e., making bed, food preparation), the student identifies which pertain to the individual and which to the group.

3.29.5 Identifies responsibilities of leasing.

CMS: Given the opportunity to learn through specific practical instruction, the student identifies major responsibilities related to leasing.

3.29.6 Identifies responsibilities of buying a home.

CMS: Given instructions in the responsibilities of buying a home, the student identifies at least five of those responsibilites (i.e., payments, insurance, maintenance, taxes, ...).

3.29.7 Identifies major purchases necessary for independent living.

CMS: Given a random list of purchases, the student identifies the major purchases necessary for independent living.

3.29.8 Demonstrates a knowledge of basic utility costs.

CMS: Given instruction in basic utility costs, the student demonstrates an understanding of the approximate cost of at least four of those utilities studied. (Note: teacher will record in student guide those utilities studied.)

3.29.9

3.29.10

3.30.0 Demonstrates knowledge of marriage responsibilities.

3.30.1 Explains the meaning of an engagement.

CMS: After a course of instruction on the responsibilities of marriage, the student explains the meaning of an engagement.

3.30.2 Relates the purpose of a marriage license.

CMS: When asked, the student tells the main purpose of a marriage license.

3.30.3 Relates reasons for medical examination before marriage.

CMS: When asked, the student states the major reasons why a medical examination is required before marriage.

3.30.4 Describes the kinds of legal (civil/religious) marriage ceremonies.

CMS: Given instruction pertaining to civil and religious marriage ceremonies, the student describes the major components of each.

3.30.5 Differentiates between the roles of husband and wife.

CMS: After a course of instruction on the interpersonal roles of married partners, the student differentiates between the roles of husband and wife.

3.30.6 Demonstrates when and where to seek marriage/family counseling.

CMS: When presented with specific problems related to a marriage, involving marriage partners and/or family, the student demonstrates ability to decide when to seek professional counseling and locates such a service.

3.30.7 Demonstrates knowledge of results in terminating marriage.

CMS: When asked, the student verbally states results of terminating a marriage.

3.30.8

3.30.9

3.31.0 Defines responsibilities of family living.

3.31.1 Compares single and married life.

CMS: After a course of study in family living, the student compares the responsibilities of single and married life.

3.31.2 Identifies wage provider(s).

CMS: After a course of instruction on family economics, the student identifies the wage provider(s).

3.31.3 Identifies decision maker(s).

CMS: When given a family situation and a list of possible decision maker(s), the student identifies the person(s) responsible for making a speicfic family decision and gives his supporting reasons.

3.31.4 Identifies who prepares food.

CMS: Given a variety of family situations, the student identifies who should cook in that situation and gives a rationale for his decision.

3.31.5 Identifies who cares for children.

CMS: Given a specific family situation with a small child, the student identifies the person (i.e., mother, father, sister, babysitter) who would most logically care for the child.

3.31.6 Identifies who handles financial affairs.

CMS: After a course of instruction on family economics and financial planning, the student identifies who handles various home financial affairs.

3.31.7 Identifies maintenance responsibilities.

CMS: After a course of study on the responsibilities pertaining to family living, the student identifies maintenance responsibilities of each family member.

3.31.8

3.31.9

*3.32.0 Demonstrates knowledge of family planning.

3.32.1 Identifies health problems related to human relationships.

CMS: When given a list of health problems, the student identifies those problems that relate to human relationships (i.e., venereal disease, congenital diseases, etc.)

3.32.2 Demonstrates knowledge of effects of population upon the environment.

CMS: When asked, the student makes eight or more statements concerning major effects of population upon the environment.

3.32.3

3.32.4

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*Family planning should be taught after consent has been received from parents, the Community Family Planning Committee, and the school district administration.

AREA 4.0.0

CAREER EDUCATION

Definition

Area 4, Career Education, refers primarily to habits, attitudes, and skills required for occupational success. Attention is given to goals stressing work orientation, performance related to in-school and out-of-school work placements, and career exploration.

Rationale for Instruction

Preparation for adulthood should include one's economic contribution to society. One important way of contributing is through the role of a worker. The school has a major responsibility to help develop and reinforce the vocational concept. The importance of this role requires that instruction be provided at all levels of the school curriculum. Elementary teachers' expectations of promptness, responsibility, and task completion will help prepare students for later occupational success. Intermediate, junior high, and senior high teachers should continue developing and expanding such attitudes. In addition, teachers should assist students in gaining specific pre-vocational skills that will lead toward future independence in finding and holding jobs. Any student, regardless of learning level, has the right to participate in work situations that are compatible with his abilities and offer personal satisfaction. The cooperation of school and community is essential. Teachers, parents, work coordinators, DVR counselors, and employers should work together to help the student realize his full potential in this area.

Measurement Model

The teacher's guide includes model criterion measurement statements (CMS). They have been written to clarify the intent of sub-goals and to assist teachers in developing specific criteria for evaluating individual student performance. Teachers are expected to adapt a model CMS and extend it to more specific teaching situations. To illustrate, one sub-goal and CMS have been selected from Area 4 and are presented below. Also presented are two examples extending the model CMS but written by teachers for a specific student or class. The extended examples have been written to reflect different curriculum levels.

4.0.0 CAREER EDUCATION

Work Orientation

4.3.0 Demonstrates correct use of equipment and materials for an assigned work task.

4.3.1 Uses equipment correctly.

CMS: Given proper training in the use of equipment related to his work task, the student demonstrates correct use of equipment a major part of the time.

Extended measurement statements:

Elementary Level	Given instruction in the proper use of classroom equipment (i.e., scissors, pencil sharpener, ...), the student correctly uses the equipment when observed by the teacher.
Secondary Level	Given instruction in the proper use of equipment (i.e., bandsaw, sewing machine, dishwasher), the student correctly uses the equipment when observed by employer/teachers/parent, ...).

AREA 4.0.0

CAREER EDUCATION

Basic Work Habits

4.1.0 **Completes assigned work tasks.**

4.1.1 Describes steps in task to be completed.

CMS: Given a task (i.e., sweep, stack dishes, file books, ...), the student describes the step-by-step process necessary to complete the task.

4.1.2 Performs task with supervision.

CMS: Given a supervised task (i.e., to sweep, stack dishes, file books, ...), the student performs the necessary steps leading to the completion of the task.

4.1.3 Completes task based on one oral direction.

CMS: When given an oral direction (i.e., to pick up a box, deliver a message, ...), the student accomplishes the task.

4.1.4 Completes task based on one written direction.

CMS: When given a single written task (i.e., deliver a message pick up a package, ...), the student carries out the task to its completion.

4.1.5 Completes task based on multiple oral directions.

CMS: Given a task and multiple oral directions, (i.e., getting out, using, and putting away materials, ...), the student accomplishes the task.

4.1.6 Completes task based on multiple written directions.

CMS: Given a task and multiple written directions, (i.e., to take a message to several locations and return with the answers, ...), the student accomplishes the task.

4.1.7 Completes regularly assigned work tasks.

CMS: When given a regularly assigned work task, the student accomplishes it consistently.

4.1.8 Performs tasks without supervision.

CMS: Having received instruction and given the task, the student accomplishes the assigned task unsupervised.

4.1.9 Checks work for acceptable performance.

CMS: Given assigned work tasks, the student checks work for acceptable performance as required by the evaluator.

4.1.10 Avoids repeating past errors.

CMS: Being made aware of past errors and how to correct them, the student avoids making the same errors to the satisfaction of the observer.

4.1.11

4.1.12

4.2.0 Demonstrates a willingness to perform assigned work tasks.

4.2.1 Identifies reasons why tasks are necessary.

CMS: Given reasons for tasks, the student describes why the work is necessary.

4.2.2 Selects appropriate time and place to express dissatisfaction.

CMS: When dissatisfaction occurs, the student selects the proper time and place to express himself.

4.2.3 Shows satisfaction with completed work.

CMS: Having completed assigned work, the student shows satisfaction (i.e., by smiling, making a comment), with what he has accomplished _____ percent of the time.

4.2.4 Demonstrates acceptable attitude on work assignment.

CMS: While on work assignment, the student demonstates an acceptable attitude about work a major part of the time.

4.2.5

4.2.6

4.3.0 Demonstrates correct use of equipment and materials for an assigned work task.

4.3.1 Uses equipment correctly.

CMS: Given proper training in the use of equipment related to his work task, the student demonstrates correct use of the equipment a major part of the time.

4.3.2 Uses materials correctly.

CMS: Given instruction in the use of materials related to a work task, the student demonstrates correct use of materials a major part of the time.

4.3.3

4.3.4

4.4.0 Cleans work area after task is completed.

4.4.1 Identifies equipment to be cleaned.

CMS: When presented with equipment, the student verbally identifies equipment needing to be cleaned.

4.4.2 Identifies area to be cleaned.

CMS: When asked, the student identifies area to be cleaned according to the standards set by the recorder.

4.4.3 Cleans equipment.

CMS: Given equipment which needs cleaning, the student cleans it satisfactorily.

4.4.4 Cleans area.

CMS: Given the task, the student cleans the work area.

4.4.5 Returns supplies and equipment.

CMS: Given appropriate training, the student returns supplies and equipment to their storage areas, to the satisfaction of the recorder.

4.4.6

4.4.7

4.5.0 Cooperates in performing a group task.

4.5.1 Describes the group's task.

CMS: Given a group task, the student relates to the observer the steps necessary for the performance of the task.

4.5.2 Describes his task.

CMS: Given a task, the student relates tools, materials, and/or equipment needed and the steps to be taken for the performance of his task.

4.5.3 Performs his task.

CMS: Given a task, the student organizes materials/equipment, and performs the task to the satisfaction of the evaluator.

4.5.4 Keeps from hindering others.

CMS: While participating in a group task, the student avoids hindering others the major part of the time.

4.5.5

4.5.6

4.6.0 Asks for assistance with work tasks when needed.

4.6.1 Identifies when to ask for assistance.

CMS: Given a work task, the student identifies when to ask for assistance.

4.6.2 Identifies the appropriate person to ask for assistance.

CMS: Given a work task, the student identifies the appropriate person to ask (i.e., supervisor, co-worker, ...) when assistance is needed.

4.6.3 Asks for assistance when needed.

CMS: Given a task, the student asks for help when needed.

4.6.4

4.6.5

Career Exploration

4.7.0 Demonstrates knowledge of possible school work stations.

4.7.1 Locates stations.

CMS: Given an introduction to available work stations (i.e., discussion and/or tour), the student locates, either verbally or physically, _____ percent of them.

4.7.2 Describes services performed in each station.

CMS: Following discussion of services performed at each station, the student describes through oral or written means, at least _____ percent of the services related to each station.

4.7.3 Identifies career possibilities in each station.

CMS: Given the opportunity to gain knowledge of career possibilities in each station, the student identifies either orally or in writing, at least _____ percent of the opportunities related to each station.

4.7.4

4.7.5

4.8.0 Grooms appropriately for work tasks.

4.8.1 Identifies appropriate dress for in-school work tasks.

CMS: Given examples of various types of clothing, the student selects (i.e., points to, states, circles, draws, ...) the appropriate clothing for a particular in-school work task.

4.8.2 Identifies non-appropriate dress for in-school work tasks.

CMS: Given examples of various types of clothing and a particular in-school work task, the student designates clothing which is not appropriate.

4.8.3 Identifies appropriate dress for out-of-school work tasks.

CMS: Given examples of various types of clothing and a particular out-of-school task, the student selects (i.e., points out, states, circles, ...) the appropriate clothing.

4.8.4 Identifies non-appropriate dress for out-of-school work tasks.

CMS: Given examples of various types of clothing and a particular out-of-school task, the student identifies (i.e., points out, states, circles, ...) the clothing which is not appropriate.

4.8.5 Dresses appropriately for work tasks.

CMS: Having completed instruction in appropriate dress for a particular work task, the student consistently dresses in an appropriate manner for the given task.

4.8.6 Meets employer's standards for cleanliness.

CMS: Having received instruction from the employer concerning standards of cleanliness required on the job, the student voluntarily and consistently meets those standards.

4.8.7

4.8.8

4.9.0 Demonstrates vocational safety.

4.9.1 Identifies appropriate safety procedures.

CMS: Having been informed of appropriate safety procedures (i.e., protection of eyes, limbs, body, hair, appropriate clothing, ...), and given the opportunity, the student identifies those procedures appropriate for the given job, either orally or in writing.

4.9.2 Practices appropriate safety procedures.

CMS: Having received proper instruction regarding safety procedures for a given in-school or out-of-school job, the student practices the appropriate safety procedures for the job.

4.9.3 Identifies basic warning signs associated with work stations.

CMS: Upon request, the student identifies (i.e., points out, locates) the basic warning signs associated with a particular work station to the satisfaction of the employer or teacher.

4.9.4

4.9.5

4.10.0 Attends to work-caused injuries.

4.10.1 Recognizes and reports all injuries.

CMS: When personally involved with a work-caused injury, the student recognizes the injury as such, and voluntarily reports it to the proper authorities.

4.10.2 Seeks proper attention for injury.

CMS: When personally involved with a work-caused injury, the student voluntarily seeks proper medical attention for the injury.

4.10.3 Can complete accident forms accurately.

CMS: Given training in answering questions on various kinds of accident forms, the student accurately completes specific accident forms, orally or in writing.

4.10.4

4.10.5

4.11.0 **Observes work time schedules.**

4.11.1 Arrives on time.

CMS: Given the opportunity to learn the importance of prompt arrival, the student arrives at work on time. Given an opportunity to work, the student demonstrates his understanding of the importance of promptness by arriving at work on time.

411.2 Uses time cards or time clock, if appropriate.

CMS: Given training in the use of time cards and/or time clocks, the student demonstrates their correct use when required to do so.

4.11.3 Observes scheduled work breaks.

CMS: Given instructions regarding work breaks, the student observes those breaks satisfactorily.

4.11.4 Leaves on time.

CMS: Given an opportunity to work, the student demonstrates his understanding of the importance of leaving work at the hour established by employer (or union), by leaving work at the appropriate time to the employer's satisfaction.

4.11.5

4.11.6

4.12.0 Demonstrates appropriate behavior on work placement.

4.12.1 States established rules of conduct.

CMS: Given a work placement situation, the student demonstrates orally or in writing, that he understands the established rules of conduct for the particular work placement.

4.12.2 Converses appropriately with employer.

CMS: Given a work placement situation, the student converses with the employer at appropriate times and on fitting topics, in a manner acceptable to the employer.

4.12.3 Converses appropriately with supervisor.

CMS: Given a work placement situation, the student converses with the supervisor at appropriate times and on fitting topics, in a manner acceptable to the supervisor.

4.12.4 Converses appropriately with fellow employees.

CMS: Given a work placement situation, the student converses with fellow employees at appropriate times and on fitting topics, in a manner acceptable to them.

4.12.5 Gets along with fellow employees.

CMS: In more than one employment setting, the student relates satisfactorily (talks with, demonstrates dependability, is trustworthy, ...) to his fellow employees as determined by fellow employees/teacher.

4.12.6 Proceeds appropriately even though other employees are not following the rules.

CMS: Given the situation where others are breaking the rules, the student follows the established rules to the satisfaction of the employer.

4.12.7

4.12.8

4.13.0 Attempts several work experiences.

4.13.1 Shows adaptability to various types of jobs.

CMS: When placed in various types of work experience, the student meets minimum competencies, (i.e., attitudes, punctuality, dress, ...) as judged by the supervisor (employer/instructor).

4.13.2 Recognizes positive and negative aspects of assigned work experiences.

CMS: After placement in several work experiences, the student states a minimum of one positive and one negative aspect of each work experience.

4.13.3

4.13.4

4.14.0 Travels to community work stations.

4.14.1 Travels to work with supervision.

CMS: Given employment at a specified place, the student travels to work with supervision.

4.14.2 Travels to work without supervision, on time.

CMS: Given employment at a specified place, the student travels independently (i.e., by bus, by car, walks, ...) to that place and arrives at a specified time.

4.14.3 Travels to work in the most appropriate manner.

CMS: Given employment at a specified place, the student travels to that place in the most appropriate manner (i.e., time, cost, availability of transportation, ...) as judged by an observer.

4.14.4

4.14.5

4.15.0 Locates and performs paid odd jobs.

4.15.1 Locates jobs with assistance.

CMS: Given the availability of odd paid jobs and assistance from parents (relatives, friends, ...), the student locates and identifies _____ jobs he can perform.

4.15.2 Performs jobs with assistance.

CMS: Given a job and persons to assist him, the student performs the job.

4.15.3 Locates jobs without assistance.

CMS: Given the availability of odd paid jobs, the student, when asked, locates and identifies without assistance _____ jobs which he can perform.

4.15.4 Performs jobs without assistance.

CMS: Given a job and having the necessary capabilities, the student independently performs the job.

4.15.5

4.15.6

4.16.0 Interviews for a job.

4.16.1 Selects proper dress.

CMS: Having received instruction about the proper clothing to be worn for a job interview, upon request the student identifies the proper dress (i.e., clean, socially acceptable clothes, ...) for the occasion.

4.16.2 Identifies proper interview technique.

CMS: Given a written list of ten or more proper and improper interview techniques, the student circles (identifies) those which are proper _____ percent of the time.

4.16.3 Demonstrates confidence and proficiency in job interview situations.

CMS: When asked to role play five or more job interviews in varied settings and with different people, the student performs each interview with increasing confidence and proficiency.

4.16.4 Schedules interview by letter.

CMS: Given training and the availability of potential employers, the student schedules two or more job interviews by writing letters to potential employers.

4.16.5 Schedules interview by telephone.

CMS: Given training and the availability of potential employers, the student successfully schedules four or more actual job interviews by telephone.

4.16.6 Schedules interview by personal contact.

CMS: Given training and the availability of potential employers, the student successfully schedules four or more interviews by personal contact.

4.16.7 Completes interview.

CMS: Having scheduled four or more interviews for jobs and having developed a satisfactory interview technique, the student completes the interviews to the satisfaction of the prospective employers.

4.16.8 Voluntarily re-contacts employer when appropriate.

CMS: Following an interview for a particular job, and given instruction about methods of re-contacting employers, the student voluntarily re-contacts the prospective employer when appropriate.

4.16.9

4.16.10

4.17.0 Produces required information for job application forms.

4.17.1 Memorizes vital statistics.

CMS: Given a sample job application form, the student states or writes vital statistics (i.e., birth date, home address, telephone number, ...) with _____ percent accuracy.

4.17.2 Carries complete application form information sheet.

CMS: Given the opportunity to complete an application information form, the student carries this information with him when applying for a job.

4.17.3 Completes a job application blank.

CMS: Given a job application blank, the student completes it to the satisfaction of the work-study supervisor (i.e., teacher, DVR counselor, employer, ...).

4.17.4 Completes W-4 form accurately.

CMS: Given the opportunity, the student completes a W-4 form.

4.17.5 Completes insurance forms accurately, with assistance if needed.

CMS: Given insurance forms, the student completes them by oral or written means with or without assistance.

4.17.6 Completes payroll information forms.

CMS: Given a payroll information form, the student completes it to the satisfaction of the work-study supervisor.

4.17.7 Completes other necessary forms accurately.

CMS: Given a variety of forms necessary for job application, the student completes them with _____ percent accuracy.

4.17.8

4.17.9

4.18.0 Uses evaluation of others to improve work performance.

4.18.1 Identifies significant points of evaluation by others.

CMS: After being evaluated by another person (i.e., classmate, teacher, employer, ...), the student identifies the significant points of the evaluation.

4.18.2 Makes changes in work performance as a result of evaluation.

CMS: After being evaluated by the work-study supervisor, the student makes the expected changes (i.e., attitude, rate of production, ...) in his work performance within a specified time.

4.18.3

4.18.4

4.19.0 Demonstrates knowledge of the employer/employee relationship.

4.19.1 Identifies responsibilities of the employer.

CMS: Given a list of on-the-job duties of employer/employee, the student identifies the responsibilities of an employer.

4.19.2 Identifies responsibilities of the employee.

CMS: Given the opportunity to study work situations (i.e., film, on-site visit), the student identifies _____ percent of the responsibilities of the employee.

4.19.3 Identifies responsibilities of fellow workers.

CMS: Given a work-study assignment, the student describes at least four responsibilities of his fellow employees.

4.19.4 Identifies authority of fellow workers.

CMS: Given a work-study assignment, the student identifies the roles of authority held by his fellow workers (i.e., lead man, foreman, shop steward, job peers, ...) to the satisfaction of his supervisor.

4.19.5

4.19.6

4.20.0 Notifies employer of absences.

4.20.1 Notifies employer in advance of planned absence.

CMS: Given a planned absence, (i.e., vacation, doctor's appointment, ...), the student notifies the employer sufficiently in advance, as determined by the employers's policy.

4.20.2 Notifies employer promptly in event of emergency absence.

CMS: Given an emergency situation which requires an absence from work, the student notifies the employer promptly.

4.20.3

4.20.4

4.21.0 Performs tasks related to his job but not of primary responsibility.

4.21.1 Identifies non-assigned tasks that he is able to perform.

CMS: Being familiar with his/her work situation, the student identifies non-assigned tasks that he is able to perform.

4.21.2 Performs non-assigned tasks during appropriate times.

CMS: Having completed the primary assignment, the student performs non-assigned tasks to the satisfaction of the supervisor/employer.

4.21.3

4.21.4

4.22.0 Demonstrates knowledge of paycheck deductions.

4.22.1 Demonstrates understanding of Social Security deductions.

CMS: Given a sample paycheck stub, the student identifies deductions for Social Security and describes the benefits derived therefrom.

4.22.2 Describes federal income tax deductions.

CMS: Given a sample paycheck stub, the student describes the federal income tax system, including _____ reasons why salary is deducted and how the money is used.

4.22.3 Describes state income tax deductions.

CMS: Given a sample paycheck stub, the student describes the state income tax system, including _____ reasons why salary is deducted and how the money is used.

4.22.4 Describes payroll deductions for workman's compensation.

CMS: Given a sample paycheck stub, the student describes workman's compensation, including payroll deductions and insurance benefits.

4.22.5 Describes other deductions.

CMS: When presented with other common payroll deductions not previously named (i.e., medical plan, retirement, dues, annuity plan, ...), the student describes the reasons for such deductions.

4.22.6

4.22.7

4.23.0 Checks paycheck for accuracy.

4.23.1 States pay rate.

CMS: Given a job, the student accurately states his current rate of pay.

4.23.2 Records time worked, including overtime.

CMS: Given a job with pay, the student keeps an accurate record of the daily hours worked, including overtime, for a specified period of time.

4.23.3 Computes gross salary or wage and overtime.

CMS: Given a paid job, the student accurately computes his gross salary (wage) and overtime for a period of time.

4.23.4 Accounts for deductions.

CMS: Given a payroll check, the student accounts for various deductions listed (i.e., income tax, insurance, social security, workmen's compensation) over a period of time to the teacher's satisfaction.

4.23.5 Computes net salary.

CMS: Given a paid job, the student accurately computes his net salary over a period of time to the teacher's satisfaction.

4.23.6

4.23.7

4.24.0 Demonstrates a knowledge of unemployment.

4.24.1 Describes possible causes of unemployment.

CMS: Having studied causes of unemployment, the student lists _____ causes (orally or in writing) to the satisfaction of the teacher.

4.24.2 Lists some of the consequences of unemployment.

CMS: Having studied the consequences of unemployment, the student states orally some of the consequences (i.e., no money to pay bills, food, clothing, ...) to the teacher's satisfaction.

4.24.3 Identifies the agencies which assist unemployed people.

CMS: Having studied agencies which aid unemployed people, the student lists the agencies (i.e., Welfare, State Employment Office, local community agencies) to the teacher's satisfaction.

4.24.4 Locates agencies which assist unemployed people.

CMS: Having studied agencies which aid unemployed people, the student locates the agencies from a teacher-prepared directory (i.e., State Employment Office, Welfare Office, local county, and city agencies).

4.24.5 Demonstrates knowledge of unemployment benefits.

CMS: Having studied unemployment benefits, the student states, orally or in writing, _____ percent of the items studied.

4.24.6

4.24.7

4.25.0 Demonstrates a knowledge of laws and regulations controlling employment.

4.25.1 Demonstrates a knowledge of minimum wage laws.

CMS: Having studied minimum wage laws, the student discusses the laws, orally or in writing, with _____ percent accuracy.

4.25.2 Demonstrates a knowledge of child labor laws.

CMS: Having studied child labor laws, the student discusses the laws, orally or in writing, with _____ percent accuracy.

4.25.3 Demonstrates a knowledge of labor organizations.

CMS: Having studied labor organizations, the student describes the labor organizations, orally or in writing, with _____ percent accuracy.

4.25.4 Demonstrates a knowledge of contracts.

CMS: Having studied contracts, the student discusses or fills out contract information with _____ accuracy.

4.25.5

4.25.6

Career Preparation

4.26.0 Demonstrates a knowledge of the jobs associated with a selected career cluster.

4.26.1 Describes entry-level jobs associated with a selected career cluster.

CMS: Given information through various media about the entry-level jobs in a career cluster, the student describes three or more jobs in that cluster by orally giving the name and several of the tasks associated with it.

4.26.2 Describes various work skills associated with a selected work cluster.

CMS: Given information through various media about entry-level jobs in a career cluster, the student describes the basic skills related to three or more jobs in that cluster.

4.26.3 Identifies local businesses related to the selected work cluster.

CMS: When provided with the local telephone directory, the student lists 10 or more businesses related to the selected work cluster.

4.26.4

4.26.5

4.27.0 Develops a vocational goal.

4.27.1 Selects a vocational goal.

CMS: Having been exposed to a variety of possible vocations (i.e., through films, units of study, field trips), the student selects an appropriate vocational goal as judged by the teacher.

4.27.2 Lists steps in achieving the vocational goal.

CMS: Having studied the selected vocational goal, the student lists the steps necessary for achievement of that goal to the satisfaction of the work-experience personnel.

4.27.3 Uses appropriate school assistance in reaching the vocational goal.

CMS: Given resource assistance within the school setting (i.e., counselor, teacher, ...), the student uses it in developing a vocational goal, to the satisfaction of the work coordinator.

4.27.4 Uses appropriate community services in reaching the goal.

CMS: Given resource assistance within the community setting (i.e., employment office, DVR, ...), the student uses it in developing a vocational goal, to the satisfaction of the work coordinator.

4.27.5 Demonstrates knowledge that recommendations influence future job placement/employment.

CMS: Given previous work experience, the student discusses how past performance influences future job placement/employment to the satisfaction of the work coordinator or teacher.

4.27.6

4.27.7

4.28.0 Identifies employment resources.

4.28.1 Identifies by name friends, relatives and neighbors who can assist in job-finding.

CMS: Having studied possible resources which can help him find jobs, the student identifies names of friends, relatives, and neighbors.

4.28.2 Identifies work experience coordinator as a resource in job-finding.

CMS: Having studied possible resources which may help him locate jobs, the student identifies the work experience coordinator as one resource.

4.28.3 Identifies Department of Vocational Rehabilitation agency as a resource in job-finding (now called Vocational Rehabilitation Division).

CMS: Having studied resources which may help him locate jobs, the student identifies the Department of Vocational Rehabilitation as one resource.

4.28.4 Identifies the Employment Bureau as a resource in job-finding.

CMS: Having studied resources which may help him find jobs, the student identifies the Employment Bureau as one resource.

4.28.5 Demonstrates a knowledge of the advantages and disadvantages of private employment agencies.

CMS: Having studied private employment agencies, the student identifies at least two advantages and disadvantages of using them.

4.28.6 Uses newspaper want ads as resources in job-finding.

CMS: Having studied the newspaper as a resource in job finding, the student uses want ads as an employment resource.

4.28.7

4.28.8

AREA 5.0.0

HUMAN ECOLOGY

Definition

Area 5, Human Ecology, refers primarily to improving the physical well-being of the student. Emphasis is placed on helping the student become more aware of the influence of the environment on the individual and how the individual can control or adjust his situation to improve living conditions for himself and others. In this section, attention is given to goals relating to health, physical education, family living, and safety.

Rationale for Instruction

Caring for our physical well-being is a life-long task. It is an important responsibility each person must assume to benefit both himself and others. Much of an individual's ability to become economically self-supporting will depend upon his being physically healthy. The school plays an important role in helping the student to develop appropriate attitudes, habits, and skills in this area. Knowledge of one's growth and development and of methods for maintaining physical well-being need to be stressed. Opportunities for developing and practicing skills in this area should be started early and stressed throughout the school years. Since many stated goals involve the family, it is essential that parents and teachers cooperate in helping students become more competent in this area.

Measurement Model

The teacher's guide includes model criterion measurement statements (CMS). They have been written to clarify the intent of sub-goals and to assist teachers in developing specific criteria for evaluating individual student performance. Teachers are expected to adapt a model CMS and extend it to more specific teaching situations. To illustrate, one sub-goal and CMS have been selected from Area 5 and are presented below. Also presented are two examples extending the model CMS written by teachers for a specific student or class. The extended examples have been written to reflect different curriculum levels.

5.0.0 HUMAN ECOLOGY

Health

5.9.0 Demonstrates a knowledge of habit-forming drugs.

5.9.2 Describes effects of drinking alcoholic beverages.

CMS: Given instruction, the student relates to the instructor either orally or in writing at least 3 of the effects of drinking alcoholic beverages.

Extended measurement statements:

Elementary Level	After instruction of the effects of alcoholic beverages, the student will pantomime before the class three effects of drinking alcoholic beverages.
Secondary Level	After instruction on the effects of alcoholic beverages, the student will correctly identify ten effects of drinking alcoholic beverages on a true-false test.

AREA 5.0.0

HUMAN ECOLOGY

Health

5.1.0 Demonstrates knowledge of his body.

5.1.1 Identifies major body parts.

CMS: Given a model or picture of the human body, the student identifies (i.e., names, points to, ...) at least five major body parts.

5.1.2 Describes the function of body organs.

CMS: Having studied body organs, the student describes orally or in writing, the functions of at least five organs.

5.1.3 Identifies the five senses.

CMS: Having studied the five senses, the student describes, orally or in writing, all five.

5.1.4

5.1.5

5.2.0 Demonstrates skills necessary to keep the body clean.

5.2.1 Washes hands.

CMS: Given soap and water, the student washes hands until clean.

5.2.2 Washes and dries face.

CMS: Given soap and water, the student washes his face until clean and dries it.

5.2.3 Washes neck and ears.

CMS: Given soap and water, the student washes neck and ears until clean.

5.2.4 Bathes or showers.

CMS: Given the facilities, the student bathes or showers until clean.

5.2.5 Cleans fingernails.

CMS: Given appropriate demonstrations, the student cleans his nails to the satisfaction of the teacher.

5.2.6 Cleans teeth.

CMS: Given appropriate demonstrations, the student cleans his teeth (i.e., brushes, uses dental floss, ...) as measured by some dental measure, (i.e., disclosing tablet, ...).

5.2.7 Washes hair.

CMS: Given appropriate demonstration, the student washes, rinses, dries his hair.

5.2.8

5.2.9

5.3.0 Demonstrates good personal hygiene.

5.3.1 Washes hands before eating.

CMS: Given the facilties, the student washes hands before eating meals.

5.3.2 Washes hands after using the bathroom.

CMS: Given the facilities, the student washes hands after using the toilet.

5.3.3 Brushes teeth after meals.

CMS: Given the facilities, the student brushes teeth after meals.

5.3.4 Exhibits good habits in oral hygiene.

CMS: Having received appropriate instruction, the student exhibits good habits in oral hygiene (i.e., brushing, dental visits, use of mouth wash, ...).

5.3.5 Shaves.

CMS: Given facilities and instruction, the student shaves so that the hair is removed from the area to be shaved.

5.3.6 Uses deodorants.

CMS: Given facilties and instruction, the student washes, applies and regularly uses deodorants so that there is no noticeable body odor.

5.3.7 Grooms hair.

CMS: Given instruction on hair care, the student grooms his hair (i.e., cuts, washes, combs, styles, ...) so that his hair is not noticeably different from that of his peers.

5.3.8 Uses cosmetics appropriately.

CMS: Having completed instruction on applying cosmetics, the student uses them (i.e., lipstick, eye shadow, ...) in an acceptable manner.

5.3.9 Wears clean clothes.

CMS: Given an opportunity, the student voluntarily wears clothing appropriately clean for the situation.

5.3.10 Covers mouth and turns face when coughing or sneezing.

CMS: Having completed instruction on personal hygiene, the student turns face and uses tissue or hand to cover mouth when coughing or sneezing.

5.3.11 Blows nose correctly.

CMS: Having completed instruction on good habits of personal hygiene, the student uses a clean tissue or handkerchief and blows his nose correctly (i.e., by blocking one nostril at a time and blowing gently).

5.3.12 Keeps fingers and foreign objects from eyes, ears, nose and mouth.

CMS: Having completed instruction in good habits of personal hygiene, the student keeps his fingers and foreign objects from his eyes, ears, nose, and mouth a major part of the time, when observed by the teacher.

5.3.13 Drinks properly from drinking fountain.

CMS: Having completed instruction on good habits of personal hygiene, the student drinks properly from the fountain, by making sure no part of his mouth touches the fountain.

5.3.14 Demonstrates knowledge of treating minor skin problems.

CMS: Having received instruction, the student demonstrates knowledge of treating minor skin problems.

5.3.15

5.3.16

5.4.0 Demonstrates good nutritional habits.

5.4.1 Identifies reasons for eating nutritious meals.

CMS: Having studied nutrition, the student gives _____ reasons for eating nutritious meals.

5.4.2 Chooses balanced meals using the four basic food groups (i.e., fruits and vegetables, meats, breads and cereals, dairy products).

CMS: Given the opportunity, the student selects balanced meals (i.e., from menu, pictures) including in each meal the basic four food groups _____ percent of the time.

5.4.3 Eats nutritious meals.

CMS: Given the opportunity to select his own food, the student eats nutritious, balanced meals _____ percent of the time.

5.4.4 Describes proper use of vitamins.

CMS: Having studied vitamins, the student states the proper role of vitamins.

5.4.5

5.4.6

5.5.0 Demonstrates understanding of diet problems.

5.5.1 Identifies reasons for controlling body weight.

CMS: Given instruction, the pupil identifies orally or in writing at least four reasons for controlling body weight.

5.5.2 Describes solutions to diet problems.

CMS: Given instruction, the pupil describes, orally or in writing, at least four solutions to diet problems (i.e., eating less, balanced meals, exercise, ...).

5.5.3 Identifies reasons for consulting doctors about diet problems.

CMS: Given instruction, the pupil identifies, orally or in writing, at least four reasons for consulting doctors about diet problems.

5.5.4 Maintains correct weight.

CMS: Having selected a desired weight, the student maintains that weight within a given range (i.e., two lbs., five lbs., ...).

5.5.5

5.5.6

5.6.0 Demonstrates understanding of need for rest.

5.6.1 Describes the importance of adequate sleep.

CMS: Given the instruction, the student identifies and discusses at least four items related to the importance of adequate sleep.

5.6.2 Identifies desirable rules for rest.

CMS: Having discussed the rules for rest, the student identifies at least four rules.

5.6.3 Describes importance of relaxation.

CMS: Having discussed the importance of relaxation, the student identifies and discusses at least four items related to relaxation.

5.6.4 Explains various ways of relaxing.

CMS: Having had instruction in relaxation, the student explains at least four ways of relaxing.

5.6.5 Obtains needed rest.

CMS: Having studied the importance of rest, the student obtains the selected number of hours of rest as charted by the parent, teacher, or student.

5.6.6

5.6.7

5.7.0 Determines potential outdoor dangers to health.

5.7.1 Identifies the danger of overexposure to cold.

CMS: Having studied effects of overexposure to cold, the student identifies at least four dangers of this condition.

5.7.2 Identifies the danger of overexposure to heat.

CMS: Having studied the effects of overexposure to heat, the student communicates at least two dangers of this condition.

5.7.3 Identifies the danger of overexposure to dampness.

CMS: Having studied the effects of overexposure to dampness, the student communicates at least two dangers of this condition.

5.7.4 Identifies the danger of overexposure to dryness.

CMS: Having studied the effects of overexposure to dryness, the student communicates at least two dangers of this condition.

5.7.5 Identifies poisonous plants.

CMS: Having studied poisonous plants, the student identifies at least two of them.

5.7.6 Identifies dangerous animals.

CMS: Having studied dangerous animals, the student identifies at least four of them.

5.7.7 Identifies dangerous insects.

CMS: Having studied dangerous insects, the student identifies at least two of them.

5.7.8

5.7.9

5.8.0 Identifies potential danger of certain substances.

5.8.1 Identifies potential dangers of paints.

CMS: Having studied the potential dangers of paint, the student communicates two of them.

5.8.2 Identifies potential dangers of inflammable liquids.

CMS: Having studied the potential dangers of inflammable liquids, the student communicates or describes two of them.

5.8.3 Identifies potential dangers of inflammable materials.

CMS: Having studied the potential dangers of inflammable materials, the student describes two of them.

5.8.4 Identifies potential dangers of cleansers.

CMS: Having studied the potential dangers of cleansers, the student communicates two of them.

5.8.5 Identifies potential dangers of cosmetics.

CMS: Having studied the potential dangers of cosmetics, the student communicates two of them.

5.8.6 Identifies potential dangers of medicine.

CMS: Having studied the potential danger of medicine, the student communicates four of them.

5.8.7 Identifies potential dangers of foods.

CMS: Given information about potential problems with foods, (i.e., dented cans, refrigeration, storage, ...), the student relates the dangers to the satisfaction of the evaluator.

5.8.8

5.8.9

5.9.0 Demonstrates a knowledge of habit-forming substances.

5.9.1 Describes physical effects of smoking tobacco.

CMS: Given instruction, the student relates to the instructor either in writing or orally, at least three of the effects of smoking tobacco.

5.9.2 Describes effects of drinking alcoholic beverages.

CMS: Given instruction, the student relates to the instructor, either orally or in writing, at least three of the effects of drinking alcoholic beverages.

5.9.3 Describes effects of taking common drugs (i.e., aspirin, etc.).

CMS: Having received adequate information on the effects of taking common drugs, (i.e., asprin, Contac, ...) the student demonstrates his knowledge of the subject matter to the satisfaction of the instructor.

5.9.4 Describes effects of taking dangerous drugs.

CMS: When presented with information about the effects of taking dangerous drugs, (i.e., dizziness, unconsciousness, death, ...), the student describes either orally or in writing at least three possible effects of dangerous drugs.

5.9.5 Identifies reasons persons become addicted.

CMS: After gaining information about addiction, the student identifies at least three common reasons why persons become addicted.

5.9.6 Identifies sources for prevention and treatment of addiction.

CMS: Given information about prevention and treatment of addiction (i.e., nurse, doctor, health department, ...), the student identifies sources of assistance to the instructor either through discussion or in writing.

5.9.7

5.9.8

5.10.0 Demonstrates a knowledge of diseases.

5.10.1 Identifies common communicable diseases or ailments (i.e., cold, flu).

CMS: Given instruction concerning communicable diseases or ailments, the student communicates, orally or in writing, methods of identifying such diseases.

5.10.2 Identifies the effects of common communicable diseases.

CMS: Given the opportunity to learn the effects of common communicable diseases, (i.e., mumps, measles, polio, ...), the student, by oral or written means, identifies the effects of each disease.

5.10.3 Identifies symptoms of common communicable diseases.

CMS: Given the opportunity to learn the symptoms of common communicable diseases (i.e., high fever, nausea, measles, ...), the student identifies by oral or written communication, some symptoms of each disease.

5.10.4 Identifies common non-communicable diseases or ailments.

CMS: Having received the proper instruction and training, the student identifies at least five of the common non-communicable diseases or ailments (i.e., cancer, arthritis, ...).

5.10.5 Identifies the effects of common non-communicable diseases.

CMS: Given the opportunity and the knowledge of the effects of common non-communicable diseases, the student relates the effects of these diseases (i.e., stiff joints, crippling limbs, ...).

5.10.6 Identifies symptons of common non-communicable diseases.

CMS: Having received instruction about symptoms of common non-communicable diseases (i.e., dizziness, aching joints, ...), the student accurately identifies the symptoms either by oral or written means.

5.10.7

5.10.8

5.11.0 Demonstrates knowledge of caring for medical needs.

5.11.1 Identifies common ailments needing only personal attention.

CMS: Given instruction on common ailments (i.e., colds, sties, ...), the student identifies those ailments needing only personal attention.

5.11.2 Explains how to treat common ailments personally.

CMS: Given a particular situation dealing with the treatment of a common ailment, the student explains appropriate steps taken for treatment.

5.11.3 Assumes responsibility for own medication.

CMS: After proper and adequate instruction dealing with medications (i.e., how to store it, dosage, ...), the student is appropriately responsible for his own medication.

5.11.4 Identifies illnesses that need a doctor's attention.

CMS: Given examples of illnesses that need a doctor's attention, the student is able to name each illness either orally or in writing.

5.11.5 Identifies injuries needing only personal attention.

CMS: Having recieved proper instruction, the student identifies injuries needing only personal attention, by relating at least three types to the instructor.

5.11.6 Identifies injuries that need a doctor's attention.

CMS: Having received proper instruction, the student identifies at least three injuries that need a doctor's attention (i.e., foreign object in eye, severe laceration, ...) by naming or listing them.

5.11.7 Identifies own doctor by name.

CMS: When asked, the student identifies his own doctor by name to the instructor.

5.11.8 Tells how to make a doctor's appointment.

CMS: When asked to tell how to make a doctor's appointment, the student relates all essential steps of the task to the observer.

5.11.9 Identifies by name the hospital nearest home.

CMS: Having received proper instruction and upon request, the student states to the instructor the name of the hospital nearest home.

5.11.10 Knows reasons for immunization.

CMS: Having studied immunization, the student says or writes at least two reasons for it.

5.11.11

5.11.12

5.12.0 Demonstrates knowledge of caring for dental needs.

5.12.1 Brushes and/or cleans teeth correctly.

CMS: Having received instruction in dental care, the student demonstrates to the observer's satisfaction, how to brush his teeth correctly (i.e., upper teeth are brushed with downward strokes, lower teeth brushed upward, ...).

5.12.2 Identifies results of good or poor dental hygiene.

CMS: Having received instruction in the effects of good or poor dental hygiene, the student relates this knowledge to the teacher, by either oral or written means.

5.12.3 Identifies teeth conditions that need professional help.

CMS: Given instruction in providing for dental needs, the student identifies conditions of the teeth which need the dentist's care (i.e., crowded teeth needing braces, bleeding gums, caries, ...).

5.12.4 Identifies dentist by name.

CMS: When asked, the student identifies his dentist by name to the instructor.

5.12.5 Tells how to make a dental appointment.

CMS: Given the task, the student describes satisfactorily for the instructor, the steps involved in making a dental appointment.

5.12.6

5.12.7

5.13.0 Demonstrates knowledge of appropriate behavior in emergency health situations.

5.13.1 Describes emergency situations.

CMS: Given the opportunity, the student describes at least three emergency situations (i.e., fire, injury, accident, ...).

5.13.2 Demonstrates ability to contact appropriate emergency services.

CMS: Given instruction, the student demonstrates, either by oral or written means, how to contact emergency services (i.e., police, fire department, ...).

5.13.3 Passes first aid test (at Junior Red Cross).

CMS: Having received instruction by a certified instructor of first aid, the student passes the first aid test according to the standards set by the Junior Red Cross.

5.13.4

5.13.5

Growth and Development

5.14.0 Identifies male/female roles.

5.14.1 Identifies own sex.

CMS: When asked, the student names his/her own sex.

5.14.2 Dresses appropriately.

CMS: As observed in various settings (i.e., school, home, social activities, outdoors, ...), the student dresses appropriately.

5.14.3 Uses correct restroom.

CMS: Having studied various restroom identifications (i.e., names, pictures, ...), the student uses the correct restroom.

5.14.4 Identifies peer relationships with same sex.

CMS: Given the opportunity to participate in relationships with his or her own gender, the student identifies homogeneous boy/boy or girl/girl behaviors acceptable within various settings (i.e., group outings, school functions, ...).

5.14.5 Identifies peer relationships with opposite sex.

CMS: Given the opportunity to participate with both genders, the student identifies heterogeneous (boy/girl) behaviors acceptable within various settings (i.e., group outings, school functions, ...).

5.14.6

5.14.7

5.15.0 Demonstrates knowledge of normal maturation.

5.15.1 Identifies physical changes in body.

CMS: Having been instructed in the physical changes that take place in the body during maturation, the student describes at least 5 of them.

5.15.2 Identifies physical changes in voice.

CMS: Given the opportunity to compare voice changes before and after puberty, the student distinguishes these differences upon request.

5.15.3 Explains reason for increased independence with maturity.

CMS: Given the opportunity to learn that independence increases with maturity, the student explains the reasons for increased independence.

5.15.4 Explains attraction to opposite sex.

CMS: After proper discussion about sex, the student explains to the satisfaction of the instructor, common feelings of attraction toward opposite sex.

5.15.5 Explains effects of peer pressure.

CMS: Having completed instruction on peer group pressure, the student explains at least two effects of peer pressure.

5.15.6 Identifies various human emotions.

CMS: Given the opportunity to learn about human emotions (i.e., anger, joy, sadness, ...), the student identifies at least three of them.

5.15.7 Describes personal feelings.

CMS: When asked to describe personal feelings (i.e., happiness, anger, love, ...), the student relates at least three of them.

5.15.8 Describes consultative services related to personal health needs.

CMS: Having studied consultative services related to personal health needs (i.e., Mental Health, etc.), the student says or writes important functions of ______ services.

5.15.9

5.15.10

Safety

5.16.0 Practices safety at home.

5.16.1 Explains meaning of common danger labels.

CMS: Given instruction regarding labels identifying dangers of some substances (i.e., cleaning solvents, poisons, pressurized cans, ...), the student identifies the danger labels and explains their meaning to the satisfaction of the instructor.

5.16.2 Identifies hazards of closed containers.

CMS: Having received instruction on the hazards of closed containers (i.e., plastic bags, clothes dryer, ...), the student identifies at least two of the hazards.

5.16.3 Identifies safety hazards in using electric and gas appliances.

CMS: Having received instruction on possible hazards in the use of electric and gas appliances, the student identifies at least two of the hazards.

5.16.4 Reads directions for using household chemicals.

CMS: Given sample household chemical containers, the student reads directions for using the chemicals.

5.16.5 Identifies common hazards relating to falls.

CMS: Given instruction in common hazards which could cause injurious falls (i.e., loose rugs, liquid spilled on floor, ...), the student identifies at least five of the hazards.

5.16.6 Explains safety codes for fire hazards

CMS: Given instruction in safety codes for fire hazards, the student explains the codes according to the standards set by the local fire department.

5.16.7

5.16.8

5.17.0 Practices safety at school.

5.17.1 Follows current procedure during fire drill.

CMS: Having had instruction and practice with fire drills, the student follows correct procedures according to the standard set by the fire department and school authorities.

5.17.2 Follows rules for using school equipment.

CMS: When given the opportunity to use school equipment, the student follows the rules for using the equipment (i.e, carries heavy equipment with both hands, uses proper power equipment only with permission of teacher, ...).

5.17.3 Reports accidents and emergencies to appropriate school authorities.

CMS: Having received instruction on procedures for reporting accidents and emergencies to the appropriate school authorities, the student follows these procedures when necessary.

5.17.4 Obeys traffic safety rules.

CMS: Having been taught traffic safety rules (i.e., crossing street, observing walk/don't walk signs, and speed limits, ...), the student obeys them.

5.17.5 Obeys bicycle safety rules.

CMS: Having received instruction in bicycle safety rules (i.e., one rider to a bicycle, using correct hand signals, ...), the student obeys them.

5.17.6

5.17.7

5.18.0 Practices safety in the community.

5.18.1 Recognizes safe and unsafe places to play.

CMS: Given a list of several places to play, the student identifies those which are safe and unsafe.

5.18.2 Recognizes the dangers of accompanying strangers.

CMS: After learning about the dangers of accompanying strangers, the student describes at least two dangers.

5.18.3 Explains the reasons for communicating whereabouts.

CMS: After learning about the dangers of not communicating his whereabouts (i.e., getting lost and no one knows, swimming alone, ...), the student identifies at least two of the dangers.

5.18.4 Identifies common safety signs used in the community.

CMS: Given pictures of safety signs, the student selects the common signs used in the community with _____ percent accuracy.

5.18.5

5.18.6

5.19.0 Demonstrates knowlege of traffic safety.

5.19.1 Describes meaning of traffic signs and signals.

CMS: When presented with traffic signs (i.e, stop, railroad, crosswalk, ...), the student describes their meaning.

5.19.2 Crosses streets correctly.

CMS: Given demonstrations of the correct procedure for crossing streets, the student demonstrates it.

5.19.3 Describes rules for safe cycling.

CMS: Having been taught the rules for safe cycling, the student describes these rules with ____ percent accuracy.

5.19.4 Identifies emergency vehicles.

CMS: Given descriptions of emergency vehicles, the student identifies them either by sight or sound (i.e., fire truck, police car, ambulance, ...).

5.19.5 Describes correct reaction to emergency vehicle signals.

CMS: Given an emergency vehicle warning signal, the student satisfactorily describes the correct reaction (i.e., moving out of way of vehicle, stopping car, not chasing vehicle to emergency, ...).

5.19.6

5.19.7

5.20.0 Manages motor vehicle.

5.20.1 Completes driver education course.

CMS: Having completed instruction in driver education, the student meets the standards set by the course.

5.20.2 Maintains motor vehicle in safe operating condition.

CMS: Given a motor vehicle and instruction in keeping the car in safe operating condition (i.e., check brakes, lights, tires, ...), the student consistently checks the vehicle for safe operation.

5.20.3 Performs minor vehicle maintenance.

CMS: Given adequate training and the opportunity to work on a car, the student performs the skills necessary for minor vehicle maintenance (i.e., changes oil filter, checks the tires).

5.20.4 Passes Oregon State Driver's Exam.

CMS: Having received instruction and practice in driver education, the student passes the Oregon State Driver's Examination according to the standards specified by the State Department of Motor Vehicles.

5.20.5 Carries adequate car insurance.

CMS: Given instruction and the opportunity, the student shows verification that he has car insurance (i.e., through receipt of paid premium, insurance card, ...).

5.20.6 Describes proper procedures following an accident.

CMS: Given the description of an accident situation, the student describes the proper procedures to follow.

5.20.7

5.20.8

Physical Education

5.21.0 Develops physical fitness.

5.21.1 Demonstrates strength.

CMS: Given instruction, equipment, time, and opportunity for physical fitness development, the student demonstrates strength through two or more activities (i.e., push-ups, pull-ups, weight lifting, ...).

5.21.2 Demonstrates power.

CMS: Given equipment, instruction, time, and opportunity for physical fitness development, the student demonstrates his power level, through two or more activities (i.e., standing broad-jump, standing high-jump, ...).

5.21.3 Demonstrates endurance.

CMS: Given instruction, equipment, time, and opportunity for physical fitness development, the student demonstrates his current endurance level, through two or more activities (i.e., distance running, distance bicycling, ...).

5.21.4 Demonstrates agility.

CMS: Given instruction, equipment, time, and opportunity for physical fitness development, the student demonstrates his current agility level, through two or more activities (i.e., jumping rope, trampoline, tumbling, ...).

5.21.5 Demonstrates flexibility.

CMS: Given instruction, equipment, time, and opportunity for physical fitness development, the student demonstrates his current flexibility level through two or more activities (i.e., waist bends, knee bends, ...).

5.21.6 Demonstrates speed.

CMS: Given instruction, equipment, time, and opportunity for physical fitness development, the student demonstrates his current speed level, through two or more activities (i.e., relays, timed wind sprints, ...).

5.21.7 Demonstrates balance.

CMS: Given instruction, equipment, time, and opportunity for physical fitness development, the student demonstrates his current balance level through two or more activities (i.e., balance board, walking beam, ...).

5.21.8 Demonstrates coordination.

CMS: Given instruction, equipment, time, and opportunity for physical fitness development, the student demonstrates coordination through two or more activities (i.e., walking, running, dancing, ...).

5.21.9 Passes standard test of physical performance.

CMS: Having been given instruction, equipment, and facilities, the student passes a standard test of physical performance (i.e., AAPHER, Oregon Motor Fitness, ...).

5.21.10

5.21.11

5.22.0 Develops skills in physical activities.

5.22.1 Demonstrates ability to perform skills using apparatus.

CMS: Having received instruction and given the opportunity, the appropriate apparatus and equipment, the student demonstrates his skills with apparatus by participating in at least three activities (i.e., balance beam, balance board, hoops, jump rope, ...).

5.22.2 Demonstrates ability to perform stunts and tumbling activities.

CMS: Having received instruction and the proper equipment, the student performs stunts and tumbling activities by participating in at least three activities (i.e., rolls, stands, springs, ...).

5.22.3 Demonstrates ability to play games.

CMS: Having received instruction and the proper equipment, the student demonstrates his ability to play games by participating in at least three (i.e., simple games, group games, lead-up games to sports, ...).

5.22.4 Demonstrates ability in relays.

CMS: Having received instruction and the appropriate equipment, the student demonstrates his ability in relays by participating in at least three (i.e., leap frog, lane relays, shuttle ball relays, ...).

5.22.5 Demonstrates ability in rhythmic activities.

CMS: Having received instruction and the appropriate equipment, the student demonstrates his ability in rhythmic activities by participating in at least three (i.e., singing games, rope jumping, dancing, ...).

5.22.6 Demonstrates skills necessary to play sports.

CMS: Given the instruction, appropriate equipment, and facilities, the student demonstrates skills necessary to play sports by participating in at least three (i.e., volleyball, bowling, swimming, track and field, softball, ...).

5.22.7

5.22.8

5.23.0 Demonstrates sportsmanship.

5.23.1 Takes turns in games.

CMS: Given the opportunity to participate in various games, the student takes turns to the observer's satisfaction.

5.23.2 Follows rules of games.

CMS: Having played various games and studied their rules, the student follows the rules.

5.23.3 Abides by decisions of game officials.

CMS: Given training in good sportsmanship, the student demonstrates a willingness to abide by the decisions of the game officials.

5.23.4 Demonstrates acceptable behavior when winning.

CMS: Given training in good sportsmanship, the student demonstrates acceptable behavior when winning (i.e, avoiding jeering the loser or boasting, ...).

5.23.5 Demonstrates acceptable behavior when losing.

CMS: Given training in good sportsmanship, the student demonstrates acceptable behavior when losing (i.e., cheering for the opponents, shaking hands with the winner, ...).

5.23.6

5.23.7

AREA 6.0.0

LEISURE TIME ACTIVITIES

Definition

Area 6, Leisure Time Activities, refers primarily to helping students become more competent in planning, selecting, enjoying, and participating in recreation activities during their own free time. In this section, attention is given to a variety of school and away-from-school activities. An attempt is made to separate the skills and knowledge needed for recreational activities from voluntary participation in the activities.

Rationale for Instruction

With many people having from 30 to 40 hours a week in leisure time, the importance of recreational activities is increasing. In order to make effective use of their free time, students need to become familiar with the activities available to them. It cannot be assumed that students with learning problems will independently pursue a variety of leisure time activities. Therefore, it is important that teachers plan specific instructional time for teaching leisure time activities.

Measurement Model

The teacher's guide includes model criterion measurement statements (CMS). They have been written to clarify the intent of sub-goals and to assist teachers in developing specific criteria for evaluating individual student performance. Teachers are expected to adapt a model CMS and extend it to more specific teaching situations. To illustrate, one sub-goal and CMS have been selected from Area 6 and are presented below. Also presented are two examples extending the model CMS written by teachers for a specific student or class. The extended examples have been written to reflect different curriculum levels.

6.0.0 LEISURE TIME ACTIVITIES

Public Facilities

6.13.0 Voluntarily utilizes public facilities/programs.

6.13.3 Voluntarily visits museum.

CMS: Given the opportunity, the means and knowledge of a route to a museum (i.e., art, history, science, ...), the student voluntarily goes to the museum.

Extended measurement statements:

Elementary Level	After having taken a field trip to a historic museum, the student voluntarily takes home the information about the location, cost, and hours and persuades someone to take him to the museum.
Secondary Level	After studying various museums, the student voluntarily visits one or more of the museums studied.

AREA 6.0.0

LEISURE TIME ACTIVITIES

Outdoor Recreational Activities

6.1.0 Possesses skills and knowledge necessary for outdoor play activities.

6.1.1 Demonstrates skills/knowledge for playing independently.

CMS: Given an outdoor setting and necessary equipment, the student demonstrates skills/knowledge needed to play independently (i.e., chooses one task, plays without supervision, ...).

6.1.2 Demonstrates skills/knowledge for playing with others.

CMS: Given an outdoor setting, at least one other person, and the necessary equipment, the student demonstrates the skills/knowledge needed to play with others (i.e., cooperation, sharing, ...).

6.1.3 Demonstrates skills/knowledge for participating in informal playground games.

CMS: Given the equipment, facilities, and knowledge of the game rules, the student demonstrates the skills/knowledge needed to participate in three or more informal playground games (i.e., prison ball, tag, four-square, ...).

6.1.4 Demonstrates skills/knowledge for participating in recreational games.

CMS: Given the equipment, facilities, and knowledge of game rules, the student demonstrates the skills/knowledge needed to participate in three or more recreational games (i.e., marbles, horseshoes, ...).

6.1.5 Demonstrates skills/knowledge for participating in organized games.

CMS: Given the equipment, facilities, and knowledge of game rules, the student demonstrates skills/knowledge needed to participate in three or more organized games (i.e., kickball, softball, soccer, football, volleyball, ...).

6.1.6 Demonstrates ability to participate in extra-mural school team sports.

CMS: Given an opportunity to participate in extra-mural school team sports (i.e., track, baseball, swimming, ...), the student demonstrates the necessary skills/knowledge at a level comparable to his peers.

6.1.7

6.1.8

6.2.0 Voluntarily participates in outdoor play activities.

6.2.1 Plays independently.

CMS: Given an opportunity to play independently, the student voluntarily demonstrates his ability at various outdoor play activities (i.e., hop-scotch, shooting baskets, swinging, ...).

6.2.2 Plays with other children within an outdoor setting.

CMS: Given the opportunity to play in an outdoor setting, the student voluntarily plays with other children on more than three occasions.

6.2.3 Participates in informal playground games.

CMS: When given the opportunity, facilities, equipment, and knowledge of the game, the student voluntarily participates in five or more informal playground games (i.e, jump rope, prison ball, tag, ...).

6.2.4 Participates in recreational games.

CMS: When given the opportunity, facilities, equipment, and knowledge of game rules, the student voluntarily participates in four or more recreational games (i.e., marbles, horseshoes, badminton, ...).

6.2.5 Participates in organized games.

CMS: When presented with the opportunity, facilities, equipment, and knowledge of the game rules, the student voluntarily participates in four or more organized games (i.e., kickball, soccer, softball, volleyball, ...).

6.2.6 Participates in extra-mural school team sports.

CMS: When given the opportunity, equipment, facilities, and knowledge of the sport, the student voluntarily participates in at least one extra-mural school team sport (i.e., track, baseball, swimming, ...).

6.2.7

6.2.8

6.3.0 Possesses skills and knowledge necessary for outdoor recreational activities.

6.3.1 Demonstrates hiking skills/knowledge.

CMS: Given the opportunity and equipment, the student demonstrates hiking skills/knowledge by verbal or non-verbal communication.

6.3.2 Demonstrates bicycle skills/knowledge.

CMS: Given the opportunity, the student demonstrates bicycle skills/knowledge in either a verbal or non-verbal manner.

6.3.3 Demonstrates camping skills/knowledge.

CMS: Given the instruction, equipment, and opportunity, the student puts to use three or more camping skills.

6.3.4 Demonstrates swimming skills/knowledge.

CMS: Given the instruction and opportunity, the student demonstrates swimming skills/knowledge by passing a designated test (i.e., American Red Cross, ...).

6.3.5 Demonstrates boating skills/knowledge.

CMS: Given the instruction, equipment and opportunity, the student demonstrates enough boating skills/knowledge to safely operate one or more types of boats (i.e., balance, remaining seated, rowing, ...).

6.3.6 Demonstrates fishing/hunting skills.

CMS: Given the instruction and equipment, the student demonstrates at least three each of hunting/fishing skills (i.e., gun cleaning and use, tackle care, fly casting, ...).

6.3.7 Demonstrates horsemanship skills/knowledge.

CMS: Given the instruction, equipment, and opportunity, the student demonstrates four horsemanship skills/knowledge (i.e., posting, guiding, saddling, ...).

6.3.8 Demonstrates gardening skills/knowledge.

CMS: Given the instruction, equipment, and opportunity, the student demonstrates three or more gardening skills (i.e., hoeing, pruning, weeding, ...).

6.3.9

6.3.10

6.4.0 Voluntarily participates in outdoor recreational activities.

6.4.1 Goes hiking.

CMS: Given an opportunity, the student voluntarily goes hiking.

6.4.2 Goes bicycling.

CMS: Given a bicycle, the ability to ride, and the knowledge of safety regulations, the student voluntarily rides a bicycle on more than five occasions (i.e., to school, at home, ...).

6.4.3 Goes camping.

CMS: Given an opportunity, the student voluntarily goes camping at least once (i.e., with family, friends, organization, ...).

6.4.4 Goes swimming.

CMS: Given an opportunity and the ability to swim, the student voluntarily goes swimming at least three times (i.e., with family, friends, organization, ...).

6.4.5 Goes boating.

CMS: Given a boat, boating skills, and the knowledge of safety regulations, the student voluntarily goes boating on at least two occasions.

6.4.6 Goes fishing/hunting.

CMS: Given the skills, equipment, and knowledge of regulations and safety, the student voluntarily goes fishing/hunting at least once for each sport.

6.4.7 Goes horseback riding.

CMS: Given the ability to ride, the opportunity, and equipment, the student voluntarily goes horseback riding on more than one occasion.

6.4.8 Grows a garden.

CMS: Given garden space, tools, water, seeds, and a basic knowledge about gardening, the student voluntarily grows a garden at least once (i.e., vegetables, flowers, ...).

6.4.9

6.4.10

Indoor Recreational Activities

6.5.0 Possesses skills and knowledge necessary for indoor play activities.

6.5.1 Demonstrates skills/knowledge for playing classroom games.

CMS: Given appropriate instruction, equipment and classroom setting, the student demonstrates the skills/knowledge needed to play three or more classroom games (i.e., Seven-up, Go-to-the-head-of-the-class, Simon Says, ...).

6.5.2 Demonstrates skills/knowledge for playing recreational games.

CMS: Given the necessary instruction and equipment, the student demonstrates skills/knowledge needed to play three or more recreational games (i.e., bowling, table tennis, hand-ball, pool, darts, ...).

6.5.3 Demonstrates skills/knowledge for playing organized games.

CMS: Given instruction, equipment, and the opportunity, the student demonstrates the skills/knowledge needed to participate in at least three kinds of organized games (i.e., dodge ball, badminton, volleyball, basketball, ...).

6.5.4 Demonstrates skills/knowledge in playing team sports.

CMS: Given the equipment, instruction and materials, the student demonstrates the skills/knowledge needed to play three or more team sports (i.e., basketball, bowling, ...).

6.5.5 Demonstrates skills/knowledge for playing card games.

CMS: Given instruction in game rules and appropriate materials, the student demonstrates the skills/knowledge needed to play three or more card games (i.e., Old Maid, Rummy, ...).

6.5.6 Demonstrates skills/knowledge for playing table games.

CMS: Given the appropriate equipment and instruction, the student demonstrates the skills/knowledge needed to play three or more table games (i.e., Monopoly, Scrabble, checkers, chess, ...).

6.5.7

6.5.8

6.6.0 **Voluntarily participates in indoor activities.**

6.6.1 Voluntarily participates in classroom games.

CMS: When given the instruction, the classroom setting and the opportunity, the student voluntarily participates in three or more classroom games (i.e., Seven-up, Simon Says, Go-to the-head-of-the-class, ...).

6.6.2 Voluntarily participates in recreational games.

CMS: Given the opportunity, the equipment and the instruction, the student voluntarily participates in three or more recreational games (i.e., roller skating, bowling, swimming, table tennis, handball, darts, ...).

6.6.3 Voluntarily participates in organized games.

CMS: When given the opportunity, the instruction and the equipment, the student voluntarily participates in three or more organized games (i.e., dodge ball, badminton, volleyball, ...).

6.6.4 Voluntarily participates in team sports.

CMS: When given the opportunity, the equipment, and the instruction, the student voluntarily participates in three or more team sports (i.e., basketball, bowling, ...).

6.6.5 Voluntarily plays card games.

CMS: Given instruction, materials, and the opportunity, the student voluntarily plays two or more card games (i.e., Old Maid, Rummy, Hearts, ...).

6.6.6 Voluntarily plays table games.

CMS: When given the games, the rules, and the opportunity, the student voluntarily plays two or more table games (i.e., Monopoly, Scrabble, checkers, chess, ...).

6.6.7

6.6.8

6.7.0 Voluntarily selects and participates in various indoor leisure activities.

6.7.1 Voluntarily participates in leisure listening activities.

CMS: Given the opportunity, appropriate materials and instructions, the student demonstrates leisure listening interests by utilizing three or more various audio-media (i.e., radio, record player, ...).

6.7.2 Voluntarily reads literary materials.

CMS: Given the opportunity, materials, and the ability to read, the student voluntarily reads from two or more visual literary materials (i.e., books, magazines, ...).

6.7.3 Voluntarily participates in hobbies.

CMS: Given the opportunity, the materials, equipment, and instructions, the student voluntarily participates in one or more hobbies (i.e., stamp collecting, weaving, ...) either at school or at home.

6.7.4 Voluntarily participates in dramatic plays.

CMS: Given the opportunity, the facilities, previous instruction, and direction, the student voluntarily participates in at least one dramatic play.

6.7.5 Voluntarily attends dances.

CMS: Given the opportunity and instruction in dance techniques (i.e., folk, square, ballroom, popular, ...) the student voluntarily attends dances.

6.7.6

6.7.7

Arts and Crafts

6.8.0 Possesses skills and knowledge used in arts and crafts activities.

6.8.1 Demonstrates skills/knowledge for drawing.

CMS: Given materials and previous instruction, the student demonstrates the skills/knowledge needed to draw in three or more media (i.e., basic design, pictures, shadow techniques, pen and ink, pencil, charcoal, ...).

6.8.2 Demonstrates skills/knowledge in use of crayon techniques.

CMS: Given materials and instruction, the student demonstrates the skills/knowledge needed in use of three or more crayon techniques.

6.8.3 Demonstrates skills/knowledge for painting.

CMS: Given instruction and materials, the student demonstrates skills/knowledge needed for painting with three or more media (i.e., oils, water color, poster paint, brush techniques, texture, mixing paints, ...).

6.8.4 Demonstrates skills/knowledge in use of colors.

CMS: Given instruction and materials, the student demonstrates skills/knowledge needed in use of all three categories of colors (i.e., primary, secondary, complementary).

6.8.5 Demonstrates skills/knowledge in use of cutting instruments.

CMS: Given directions and materials, the student demonstrates skills/knowledge needed in use of three or more cutting instruments (i.e., knife, scissors, X-acto knife, ...).

6.8.6 Demonstrates skills/knowledge in use of adhesives.

CMS: Given materials and the directions, the student demonstrates skills/knowledge needed in use of three or more adhesives (i.e., paste, glue, tape, ...).

6.8.7 Demonstrates skills/knowledge in use of leathercraft techniques.

CMS: Given materials and instruction, the student demonstrates skills/knowledge needed in the use of three or more leathercraft techniques for two different projects (i.e., lacing, tooling, dyeing, ...).

6.8.8 Demonstrates skills/knowledge in use of needlecraft techniques.

CMS: Given the practice, materials, and instruction, the student demonstrates skills/knowledge needed in use of two or more needlecraft techniques (i.e., knitting, hooking, embroidery, ...).

6.8.9 Demonstrates skills and knowledge in sculpturing various materials.

CMS: Given the materials, the instruction, and the opportunity, the student demonstrates skills/knowledge needed for sculpturing in three or more materials (i.e., clay, wood, soap, ...).

6.8.10 Demonstrates skills/knowledge of lettering techniques.

CMS: Given the materials, the training and the opportunity, the student demonstrates skills/knowledge needed in the use of lettering techniques (i.e., tracing, template, freehand, ...).

6.8.11 Demonstrates skills/knowledge in clay/pottery techniques.

CMS: Given the materials and experience in techniques, the student demonstrates skills/knowledge needed in use of three or more clay/pottery techniques (i.e., coil, slab, pinch, wheel, ...).

6.8.12 Demonstrates skills/knowledge for woodworking.

CMS: Given instruction, materials, and equipment, the student demonstrates woodworking skills/knowledge needed for at least five specific woodworking techniques in making at least two finished products (i.e., measuring, cutting, assembling, tool selection, material selection, ...).

6.8.13 Demonstrates skills/knowledge for use in metal craft.

CMS: Given instruction with materials, equipment, and techniques, the student demonstrates skills/knowledge necessary to complete at least one metal project (i.e., tooling, enameling, soldering, ...).

6.8.14 Demonstrates skills/knowledge for use in plastic craft.

CMS: Given the opportunity, instruction in techniques, materials, and equipment, the student demonstrates the necessary skills/knowledge to complete at least two plastic projects (i.e., cutting, sanding, buffing, pouring in molds, ...).

6.8.15

6.8.16

6.9.0 Voluntarily participates in arts and crafts activities.

6.9.1 Voluntarily draws.

CMS: Given the materials, the student voluntarily draws three or more graphic illustrations (i.e., pictures, designs, letters, ...).

6.9.2 Voluntarily makes art projects using various coloring materials.

CMS: Given the materials and the opportunity, the student voluntarily completes projects using three or more coloring materials (i.e., crayons, poster paints, water colors, oils, ...).

6.9.3 Voluntarily makes leather craft projects.

CMS: Given the materials, tools, and the opportunity, the student voluntarily completes two or more leather craft projects (i.e., coin purse, wallet, belt, sandals, ...).

6.9.4 Voluntarily makes needlecraft projects.

CMS: Given the materials, needles, and opportunity, the student voluntarily completes two or more needlecraft projects (i.e., hook rugs, crewel pictures, stitchery, ...).

6.9.5 Voluntarily sculptures/carves on various materials.

CMS: Given the materials, tools, and the opportunity, the student voluntarily sculptures/carves two finished projects in two different media (i.e., soap, clay, plaster, wood, ...).

6.9.6 Voluntarily makes craft projects from various materials.

CMS: Given the opportunity and materials, the student voluntarily completes craft projects in at least two media (i.e., clay, plastic, metal, ...).

6.9.7 Voluntarily makes a weaving project.

CMS: Given the opportunity and the materials, the student voluntarily completes at least one weaving project (i.e., macrame, placemats, rugs, ...).

6.9.8 Voluntarily makes a project from metal.

CMS: Given the materials and the opportunity, the student voluntarily completes at least one project from metal (i.e., jewelry, ...).

6.9.9

6.9.10

Music

6.10.0 Possesses skills and knowledge necessary for participation in music.

6.10.1 Reproduces a tune.

CMS: Given the instruction, means, and opportunity, the student will reproduce a tune by at least two methods (i.e., humming, singing, whistling, instrumentally, ...).

6.10.2 Reproduces rhythms.

CMS: Given the instruction, instruments, and opportunity, the student reproduces at least five different rhythms.

6.10.3 Demonstrates skills in rhythm.

CMS: Given a rhythm instrument, music and previous experience with rhythm, the student demonstrates three different types of beats (i.e., regular beats, 2/4, 3/4 compound beats, ...).

6.10.4 Demonstrates ability to play rhythm instruments.

CMS: Given the music, rhythm instruments (i.e., stick, bells, drum, ...) and previous experience with the instruments, the student plays three or more instruments.

6.10.5 Demonstrates knowledge of basic music skills.

CMS: Having had instruction in basic music skills, the student demonstrates his knowledge of at least three components of music (i.e., symbols, notes, staff, scales, ...), verbally or non-verbally.

6.10.6 Demonstrates knowledge of the function of notes.

CMS: Given training, the student communicates verbally or non-verbally, his knowledge of the function of notes.

6.10.7 Demonstrates knowledge of musical instruments.

CMS: Given a course in musical training, the student identifies verbally or non-verbally, three or more types of instruments from pictures or models (i.e., string, wind, percussion, ...).

6.10.8 Demonstrates appreciation of music.

CMS: Given prior musical training and the means (i.e., materials financing, equipment, ...), the student demonstrates his appreciation for at least one kind of music (i.e., rock, folk, classical, ...), through the use of tapes, records, concerts, radio, T.V.

6.10.9 Identifies popular recording artists.

CMS: Given a list of names, pictures, and sound tracks, of popular recording artists, the student correctly identifies _____ percent of them.

6.10.10 Demonstrates skill in dancing to music.

CMS: Given the situation, structured or unstructured, the student satisfactorily participates as a dancer to musical accompaniment.

6.10.11

6.10.12

6.11.0 Voluntarily participates in musical activities.

6.11.1 Voluntarily plays rhythm games.

CMS: Given instruction and the opportunity, the student voluntarily participates in rhythm games (i.e., I'm a Funny Little Dutch Girl, Peas Porridge Hot, ...).

6.11.2 Voluntarily plays in a rhythm band.

CMS: Given the instruction, the instruments, and the opportunity, the student voluntarily participates in a rhythm band.

6.11.3 Voluntarily sings.

CMS: Given the opportunity, the student voluntarily participates in two or more singing activities (i.e., solo, choir, ...).

6.11.4 Voluntarily plays a musical instrument.

CMS: Given the opportunity, the student voluntarily plays an instrument in two or more settings (i.e., solo, band, orchestra, ...).

6.11.5 Voluntarily listens to popular recording artists.

CMS: Given the equipment and the materials, the student voluntarily listens to three or more popular recording artists.

6.11.6 Voluntarily listens to various styles of music.

CMS: Given the opportunity, the equipment and the materials, the student voluntarily listens to at least two styles of music (i.e., classical, rock, blues, folk, ...).

6.11.7

6.11.8

Public Recreational Facilities

6.12.0 Possesses skills and knowledge necessary for using public recreational facilities.

6.12.1 Demonstrates knowledge of nearest park.

CMS: Given an opportunity to learn about the park nearest to his home, the student verbally or non-verbally communicates its location and characteristics (i.e., city, county, state, national, ...).

6.12.2 Demonstrates knowledge of nearest zoo.

CMS: Given an opportunity to learn about the nearest zoo, the student communicates verbally or non-verbally, its location and characteristics.

6.12.3 Demonstrates knowledge of nearest museum.

CMS: Given an opportunity to learn about museums (i.e., art, history, science, ...), the student communicates verbally or non-verbally, the location and characteristics of at least one type of museum.

6.12.4 Demonstrates knowledge of nearest theater.

CMS: Given an opportunity to learn about theaters, the student communicates verbally or non-verbally, the location and characteristics of the theater nearest to his home.

6.12.5 Demonstrates knowledge of the fair.

CMS: Given an opportunity to learn about fairs (i.e., school, county, state, ...), the student communicates verbally or non-verbally the particular characteristics and location of two kinds of fairs.

6.12.6 Demonstrates knowledge of vehicle race tracks.

CMS: Given an opportunity to learn about a local vehicle race track (i.e., automobile, motorcycle, ...), the student communicates verbally or non-verbally, the locations and characteristics of vehicle race tracks.

6.12.7 Demonstrates knowledge of local spectator attractions.

CMS: Given an opportunity to learn about local spectator attractions (i.e., festival, circus, ...), the student describes three types of spectator attractions at the time of their appearance in his local community and enumerates three major characteristics of each.

6.12.8 Demonstrates knowledge of local recreational facilities.

CMS: Given an opportunity to learn about local recreational facilities (i.e., YMCA, YWCA, Park Bureau, bowling alley, ...), the student describes verbally or non-verbally the major recreational opportunities available at each.

6.12.9 Demonstrates knowledge of the public library.

CMS: Given an opportunity to learn about the public library, the student communicates verbally or non-verbally the major services available at the library.

6.12.10 Demonstrates knowledge of school spectator athletic events.

CMS: Given an opportunity to learn about school spectator athletic events, the student communicates verbally or non-verbally, his awareness of the events as they occur.

6.12.11 Demonstrates knowledge of out-of-school spectator athletic events.

CMS: Given an opportunity to learn about out-of-school spectator athletic events, the student communicates verbally or non-verbally his awareness of _____ (#) events when they occur.

6.12.12 Names places/organizations which provide instruction in recreational activities.

CMS: Given an opportunity to learn about places/organizations which provide instruction in recreational activities (i.e., Park Bureau, YMCA, YWCA, Boys Club, ...), the student names them verbally or non-verbally.

6.12.13

6.12.14

6.13.0 Voluntarily utilizes public recreational facilities or programs.

6.13.1 Voluntarily goes to a park.

CMS: Given the opportunity, knowledge of the route to a park, and a mode of travel, the student voluntarily goes to the park on at least two occasions.

6.13.2 Voluntarily goes to the zoo.

CMS: Given the opportunity, the means. and knowledge of a route to the zoo, the student voluntarily goes to the zoo on at least two occasions.

6.13.3 Voluntarily visits museum.

CMS: Given the opportunity, the means, and knowledge of a route to a museum (i.e., art, history, science, ...), the student voluntarily goes to the museum.

6.13.4 Voluntarily attends dramatic presentation.

CMS: Given the opportunity, the means, and knowledge of an event (i.e., school drama, little theater, ...), the student voluntarily attends at least one dramatic presentation.

6.13.5 Voluntarily attends school social events.

CMS: Given the opportunity, the means, and knowledge of a social event at school (i.e., carnival, art fair, ...), the student voluntarily attends at least two events during the school year.

6.13.6 Voluntarily attends local attractions.

CMS: Given the opportunity, the means, and awareness of local attractions (i.e., circus, concert, festival, ...), the student voluntarily attends two or more events.

6.13.7 Voluntarily attends vehicle races.

CMS: Given the opportunity, the means, and awareness of vehicle race events, the student voluntarily attends two or more vehicle races.

6.13.8 Voluntarily participates as a spectator in-school athletic events/community events.

CMS: Given the opportunity, the means, and awareness of in-school athletic/community events, the student voluntarily participates as a spectator at five or more events.

6.13.9 Voluntarily uses local recreational facilities.

CMS: Given the opportunity, the means, and awareness of local recreational (i.e., bowling alley, skating arena, ...) facilities, the student voluntarily uses local recreation facilities three or more times.

6.13.10 Voluntarily uses public library.

CMS: Given the opportunity and the means, the student uses the public library two or more times.

6.13.11

6.13.12

Organizations and Service Clubs

6.14.0 Possesses knowledge of clubs and organizations.

6.14.1 Demonstrates knowledge of various community clubs/organizations.

CMS: Given prior experience and information, the student communicates verbally or non-verbally, the location and characteristics of three or more community clubs/organizations (i.e., Scouts, church groups, 4-H, Red Cross, YWCA, YMCA, ...).

6.14.2 Demonstrates knowledge of service clubs.

CMS: Given prior experiences and information, the student communicates verbally or non-verbally, the location and characteristics of at least one service club (i.e., Lions, Jaycees, ...).

6.14.3 Demonstrates knowledge of fraternal organizations.

CMS: Given prior experience and information, the student communicates verbally or non-verbally, the characteristics of at least one fraternal organization (i.e., Masonic Lodge, Elks, ...).

6.14.4 Demonstrates knowledge of volunteer organizations.

CMS: Given prior experience and information, the student communicates verbally or non-verbally the location and characteristics of two or more volunteer organizations (i.e., Red Cross, Candy Stripers, Firemen, ...).

6.14.5

6.14.6

6.15.0 Voluntarily participates as a member of a club or organization.

6.15.1 Voluntarily participates as a member of a community club/organization.

CMS: Given the opportunity and means, the student participates as a member in at least one community club/organization (i.e., Scouts, YMCA, ...).

6.15.2 Voluntarily participates as a member of a fraternal organization.

CMS: Given the opportunity and means, the student takes part in at least one fraternal organization (i.e., DeMolay, Rainbow Girls, Job's Daughters, ...).

6.15.3 Participates as a member of a volunteer service organization.

CMS: Given the opportunity and means, the student independently volunteers his service in at least one service organization (i.e., Red Cross, Firemen, ...).

6.15.4

6.15.5

TEACHER WORKSHEETS

Teacher comments regarding curriculum revision:

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HIGH SCHOOL WORK EXPERIENCE PLACEMENT RECORD

Date	Type of Job	Employer's Name and Address	Work Experience Supervisor	Evaluation

STATE DEPARTMENT
OF EDUCATION
942 LANCASTER DRIVE, NE.
SALEM, OREGON 97310

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SUPERINTENDENT OF
PUBLIC INSTRUCTION